DOCUMENT RESUME

ED 237 436 SO 015 192

TITLE	Social Studies for Georgia Schools: Early Childhood and Middle Grades.
INSTITUTION	Georgia State Dept. of Education, Atlanta. Div. of Curriculum Development.; Georgia State Dept. of Education, Atlanta. Office of Instructional Services.
PUB DATE	83
NOTE	165p.; Several charts with small type may not reproduce clearly. Colored paper throughout.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	Asian Studies; *Curriculum Design; Curriculum Evaluation; Educational Objectives; Elementary Education; Ethnic Studies; Junior High Schools; Learning Activities; Sequential Approach; Skill Development; *Social Studies; State Curriculum Guides; State Government; State History; Teaching Methods; Units of Study
IDENTIFIERS	*Georgia

ABSTRACT

The material in this K-8 curriculum guide is designed to help local Georgia school systems integrate objective knowledge and skills in the social studies curriculum. Two chapters cover scope and sequence and instructional strategies. In chapter 1, 4 main curriculum components (knowledge, values and attitudes, skills, and social participation) are discussed in terms of specific teaching goals. Charts tag the knowledge and skill components to concepts, objectives, and grade levels. This chapter also suggests 23 strategies for effective teaching and several methods for improving student evaluation. Chapter 2 contains sample teaching units. A K-4 section includes 30 activities, each coordinated with knowledge and skill objectives and specific grade levels. Topics covered include seasons, radio and television, family tree, community, stereotypes, map and globe skills, and population growth. The section for middle grades offers the following units: United States ethnic groups, China, technology, Georgia studies, and Georgia state government. For each unit, a chart summarizing concepts, objectives, skills, and activities is followed by detailed lesson plans and activities. An appendix provides a sample program evaluation checklist, textbook evaluation criteria, and a supplementary materials evaluation form. An annotated bibliography concludes the guide. (LP)

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Foreword

Social Studies for Georgia Schools: Early Childhood and Middle Grades has been published by the Georgia Department of Education to guide local school systems as they plan social studies programs. The ultimate goal of a social studies program is to assist students in acquiring the knowledge, skills, attitudes and values necessary for participating and functioning as effective citizens in a democratic society. This publication is offered to help develop a sequential program incorporating objective knowledge and useful skills.

The Georgia Department of Education thanks the numerous individuals throughout the state who assisted in planning, writing, reviewing and refining this document. We hope it will be a useful and valuable tool to administrators and teachers as they provide quality programs for Georgia students.

Charles McDaniel
State Superintendent of Schools

Acknowledgments

The Office of Instructional Services is grateful for the time, effort and expertise of all the people who assisted in developing this guide. These people represent all areas of the state and include classroom teachers and social studies specialists, a curriculum director, a principal and university personnel.

To the educators who were involved in this process the Georgia Department of Education extends its appreciation.

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A large number of educators reviewed and commented on the manuscript throughout this development process. We are very grateful to this group for their contributions.

Introduction

Social Studies for Georgia Schools: Early Childhood and Middle Grades is designed to assist local school systems in developing their instructional programs in social studies to insure that students will have the opportunity to acquire the knowledge, skills and attitudes needed to assume the responsibilities and rights of citizenship. The Georgia curriculum is based on the concepts and methodologies of the social sciences.

The following elements are addressed in this guide.

- Components and goal objectives which local school systems can use to develop a planned program for social studies. These are based on the concepts and methodologies of an interdisciplinary approach to the social sciences.
- A comprehensive skills program is included and related to the *Essential Skills for Georgia Schools*.
- Exemplary units written by teachers are included to show how all these components can be brought together in the classroom. Emphasis is on involving students in activities using a variety of resources.
- Characteristics of the learner are addressed in order to suggest appropriate activities and resources.
- Foundations of competency-based education are addressed in the elementary program to prepare students to move into the secondary program.

The program expands and enriches the knowledge of and appreciation for one's own heritage and the social, political, cultural and economic structures of other nations so that students may understand and more readily accept responsibilities in their own society and in the community of nations.

Lucille Jordan
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for Instructional Services

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SOCIAL STUDIES PROGRAM

The Social Studies — A Definition

Social Studies is the study of the variety of human relationships — social, political, economic, cultural and environmental, both in the past and the present. It therefore is concerned with instructional programs that are designed to assist learners to understand, analyze, evaluate and act upon

- relationships of human beings to the world in which they live,
- relationships of human beings to other human beings and
- relationships of human beings to themselves.

The social studies classroom should provide an environment in which learners can inquire into questions dealing with social behavior. An atmosphere should prevail in which the search for truth assumes primary importance. In the social studies classroom, learners and teachers are concerned with ideas, skills, values and action.

A sound social studies program should include the development of meaningful, objective knowledge and useful skills. A commitment to the value of human dignity unites the study of the social world. This value implies that students and teachers alike develop a positive sense of worth for themselves and for others who are different.

A democratic society depends upon an informed and active citizenry sensitive to social issues and willing and able to engage in reflective decision-making. To these ends. social education strives.

Curriculum Components for Social Studies Education

The social studies curriculum in Georgia's schools assumes that all students should be fully educated to help them function effectively in a democratic society. An effective citizen in democracy is a thinking individual who understands democratic ideas, and has knowledge, attitudes and skills necessary to assume responsibilities and rights of citizenship.

The social studies curriculum should enrich and expand students' conceptual patterns about the world and provide continuity for the development of these concepts. A curriculum plan should be developed which deals with situations from life and draws on the appropriate knowledge of the social sciences to provide the needed understandings. Georgia social studies curriculum is based on the concepts and methodologies of history, geography, political science, economics and behavioral sciences (anthropology, sociology and psychology). In addition, knowledge from the natural sciences and humanities is used when it bears on social problems.

Below are given short definitions of the four major curriculum components of social studies followed by a breakdown of the goals teachers should work toward while involved in these components.

Knowledge

The knowledge component will enable students to have at their command selected basic concepts, facts and generalizations from the different social sciences.

Skills

This component will help students gain basic skills for obtaining and processing knowledge, for working with others, interpreting maps and globes and understanding time and chronology. A major part of this component is the development of higher level thought processes such as analysis, application, synthesis and evaluation.

Values and Attitudes

The values component will help students develop constructive values and attitudes about people, situations, ideas, institutions and other phenomena. In addition the development of valuing processes and skills useful for analyzing personal and social values is a part of this component.

Social Participation

The social participation component will help students gain the desire, confidence and skills necessary for participation in socio-civic affairs. Such participation should be based upon reasoned commitments to fundamental values such as justice, dignity and worth for all individuals.

Component Goals

Knowledge

The social studies curriculum should draw from and emphasize current value concepts, principles and themes representative of peoples' knowledge, experiences, culture and beliefs. This program should include the following.

- Draw upon all the social sciences as history, geography, political science, economics and the behavioral sciences
- Develop an understanding of the interaction and relationships among the individuals, ideas, societies and nations, past and present
- Represent some balance between the immediate social environment of students and the larger social world; among local, national and world affairs; among past, present and possible future directions; and among Western and non-Western cultures
- Use knowledge from the natural sciences and humanities, as needed, to aid in the full analysis of topics

Skills

A social studies curriculum should provide a graduated vertical sequence of experiences in skills areas and a horizontal component providing for effective integration of the learner's experiences in the practice of these skills. The program should include the following.

- Provide for the development and application of problem-solving skills
- Provide for the consistent application of a full range of thinking and value skills
- Provide for the consistent development and practice of communicative arts skills pertinent to researching, organizing and processing data from a variety of sources and depicted in a variety of forms
- Provide for the development and refinement of effective reading and writing skills in the Social Studies content area
- Provide for development of map, globe, chart and graph skills in the context of all social science disciplines

Values and Attitudes

People having like values are the foundations of social institutions, since their values have consequences for action. Since all social issues involve choices, students must have a full knowledge of issues and must also be equipped with valuing skills to understand, analyze and evaluate these social issues and to engage in social action. The program experiences should include the following.

- Foster a reasoned commitment to the values that sustain a democratic society
- Develop an understanding that there are many alternative sets of values rooted in experience and legitimate in terms of culture
- Aid the growth of positive self-concepts and self-direction skills
- Develop respect for and appreciation of the worth and dignity of each individual
- Encourage a commitment to the process of learning as a lifelong activity and to the value of reflective thinking
- Enhance the development of valuing skills and processes

Social Participation

Social participation in a democracy calls for individual behavior guided by human dignity and rationality. In addition, this behavior is based on a commitment to making choices in the context of concern for the society as a whole. The program experiences should include the following.

- Develop understanding of the roles of individuals in the decision-making processes
- Develop knowledge of current public issues and skills for the full analysis of such issues
- Develop effective use of techniques of social action (*e.g.*, how to influence political leaders, generate community interest in crucial social problems and marshal support for desirable social objectives)
- Develop a sense of community and seek to maintain and improve the community in all of its ramifications (social, cultural, political, economic, and psychological) and at all levels (informal groupings, neighborhoods, local communities, regions, nations and global areas).

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Knowledge

The importance of knowledge acquisition as one of the four broad goals of social studies instruction is apparent in the majority of daily classroom activities. The broad function of knowledge is to provide the reservoir of data, ideas, concepts, generalizations and explanations which in combination with thinking, valuing and social participation can be used by the student to function rationally and humanely in our society.

A need for students to understand themselves and the world around them has increased tremendously during the past 25 years as a knowledge explosion has increased the complexities of life and brought new challenges. This new knowledge discovered by scholars during the past 25 years exceeds all discoveries made previously. Many of the new discoveries give students a broader knowledge of the world than before. Television, for instance, exposes students to violence, crime and war in a more forceful and intensive way than any other communication medium in history. Atomic energy has become a reality and the possibilities for effective use of other forms of energy are now being explored. Humans have been able to leave earth and set foot on the moon. Sophisticated equipment has given us new knowledge of the distant planets of Mars and Venus. Machines which were once operated by human hands are now run by other machines. Helping students to gain the knowledge, skills and attitudes for coping with their complex world is one of the nation's most urgent priorities.

This section will focus upon those major components of **knowledge** around which social studies instruction should be organized. Components are **facts, concepts, generalizations** and **explanations.** An understanding of each of these components is necessary if students are to have an effective knowledge base for functioning in our society.

Facts

There can be no education without facts. Facts are important, for they provide the evidence on which to build concepts and to support generalizations, and they promote precision in thinking. However, facts are not important just for the sake of learning facts.

With the movement away from survey courses and less emphasis on coverage of facts, the educator is faced with an additional responsibility. The teacher must choose which facts will be taught. The need to make a selection of facts requires that an educator have a criteria for selection which is related to a specific objective. If the objective is to build a certain concept or generalization, only those facts relative to both the concept and the readiness of the pupil should be used.

Facts are testable claims. The location of places, dates and events, activities of people, artifacts of past human activities, statements of rules, a physical description of something are facts or the bases for factual claims.	***Examples of Fact Statements*** Atlanta is the capital of Georgia. The United States produces less oil than it needs to meet domestic demand. (1970) Fewer than five percent of the people in the United States are engaged in farming as their major occupation.
Facts need to be distinguished from opinion or statements involving value claims in which judgments of worth, right, wrong or aesthetic quality are expressed.	***Examples of Opinion Statements*** The Ford is a good automobile. Junk foods are bad for your health. The island inhabitants are a handsome people.
Specific facts may be combined to form fact summaries that enable students to move toward conceptualizing, generalizing and explaining.	***Example of a Fact Summary*** **Fact Statement** In 1970 Georgia farmers produced approximately $2 million worth of products. **Fact Statement** During the same year manufacturing accounted for $20 million worth of goods. **Fact Summary** In 1970 manufacturing accounted for 10 times as much income to Georgia as did farming.

Concepts

A concept is an idea represented by a word or term that stands for a class or group of things. It includes all the characteristics associated with that class or group of things. For example, the concept *family* includes all the characteristics that families have in common. A person's concept of something is built up from a variety of experiences. A young child's concept of family may be limited to the immediate group of people in the home. As the child grows older, the concept of family becomes more sophisticated as there is exposure to other family groups, pictures and stories of families until family includes the notion of a wide variety of units in terms of ethnic background, size and function.

Concepts are the basic building blocks of all knowledge. Concept development is a fundamental part of the learning process. Students need a variety of experiences — both inside and outside of the classroom — that will help them develop such concepts as **democracy, private enterprise, interdependence, citizenship, culture, scarcity** and **rule.** As a type of knowledge, concepts are powerful learning tools. If one knows a conceptual idea, one knows the concept's definition as well as many concept examples. One is able to distinguish examples from non-examples of the concept. Thus, when one encounters a new example of the concept, one should be able to apply the conceptual idea and thus comprehend the new example. No other kind of learning is so freeing as is concept learning; knowing a concept enables the learner to go beyond the immediate.

A concept may be a simple idea such as **river** or **house,** for which these are concrete referents. These are relatively easy to teach and for students to learn. Direct or vicarious experiences with the object associated with word labels are frequently sufficient. But many of the most significant concepts used in social studies are more abstract, complicated notions. Figure 1 illustrates a complexity — abstraction continuum of concept understanding.

Figure 1. Levels of Abstraction of Concepts

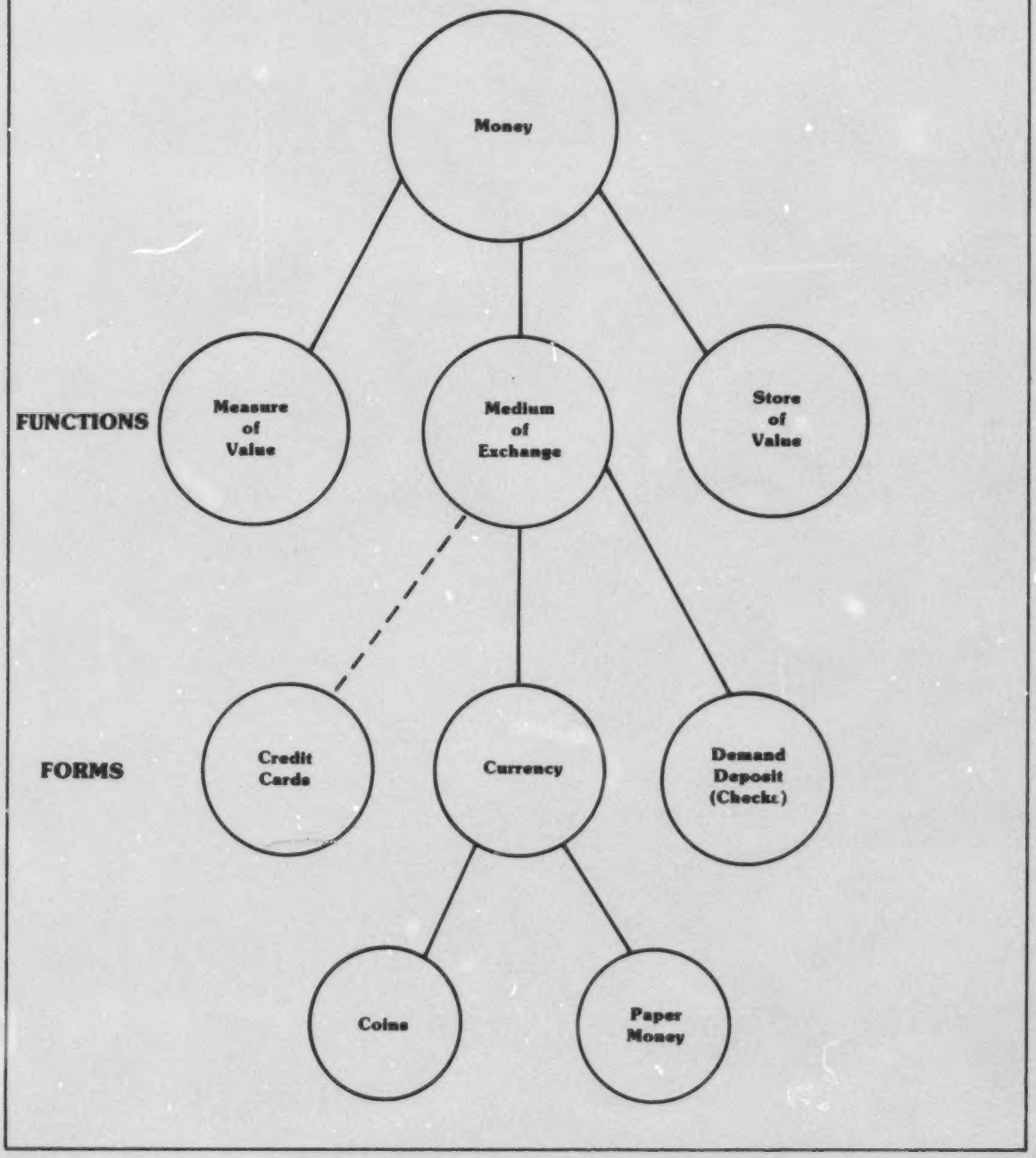
Easier to understand — Harder to understand

		Examples
High-level concepts	Big, general ideas, very abstract	Conflict Culture Institutions Interdependence Scarcity
Middle-level concepts	General ideas, somewhat abstract May combine smaller ideas	Barter Group Law Nation Role
Low-level concepts	General ideas about concrete things	Food Mountain River Shelter

Middle and high abstraction level concepts are more difficult to learn because they usually consist of two or more subcomponents that may be essential for complete understanding of the concept. In addition the higher level concepts are vague and often difficult to comprehend in and of themselves. Thus, the more general the idea, the more time and examples are usually needed before a learner is able to comprehend this abstract idea enough to use it.

A concept of middle-level abstraction is money. This concept serves three functions, and has three major subcomponents. One way to visualize this is to develop a diagram.

Figure 2. Categorization of Concepts, Money



Initially elementary school students might be introduced only to the subcomponent, medium of exchange. Later in their social studies program the other two purposes, measure of value and store of value, might be introduced. Thus students may develop more complete understanding of the roles money plays in modern economic systems. Eventually the concept becomes more useful to them in dealing with other economic concepts such as market, price, cost and inflation.

Concepts may be drawn from many disciplines, and many concepts are interdisciplinary. Following are listings of concepts categorized in two different ways that have been suggested as a basis for curriculum organization.

Examples of Social Science Concepts

History

Note: *History does not have a special set of concepts that distinguish it from other social science disciplines. This historian forms concepts and generalizations using the terminology of the other social sciences.*

Geography

Areal association
Areal distribution
Boundary
Climate
Culture
Landscape
Link
Node
Region
Resource
Scale
Season
Site
Situation
Spatial interaction
Vegetation

Anthropology

Acculturation
Artifacts
Culture
Diffusion
Enculturation
Evolution
Innovation
Language
Role
Tradition

Economics

Allocation
Capital
Consumer
Cost
Division of labor
Economic systems
Goods
Market
Money
Price
Producer
Production
Profit
Scarcity
Services

Psychology

Behavior
Conflict
Coping
Frustration
Language
Motivation
Socialization

Political Science

Authority
Citizenship
Decision making
Executive
Institutions
Judicial
Law
Leadership
Legislative
Political systems
Power
Sanctions
State

Sociology

Culture
Groups
Interaction
Norms
Roles
Rules
Sanctions
Socialization
Society
Values

Examples of Interdisciplinary Concepts

Substantive Concepts*

sovereignty
conflict - its origin, expression and resolution
the industrialization/urbanization syndrome
secularization
compromise and adjustment
comparative advantage
power
morality/choice
scarcity
input/output
saving
the modified market economy
habitat
culture
institution
social control
social change
interaction

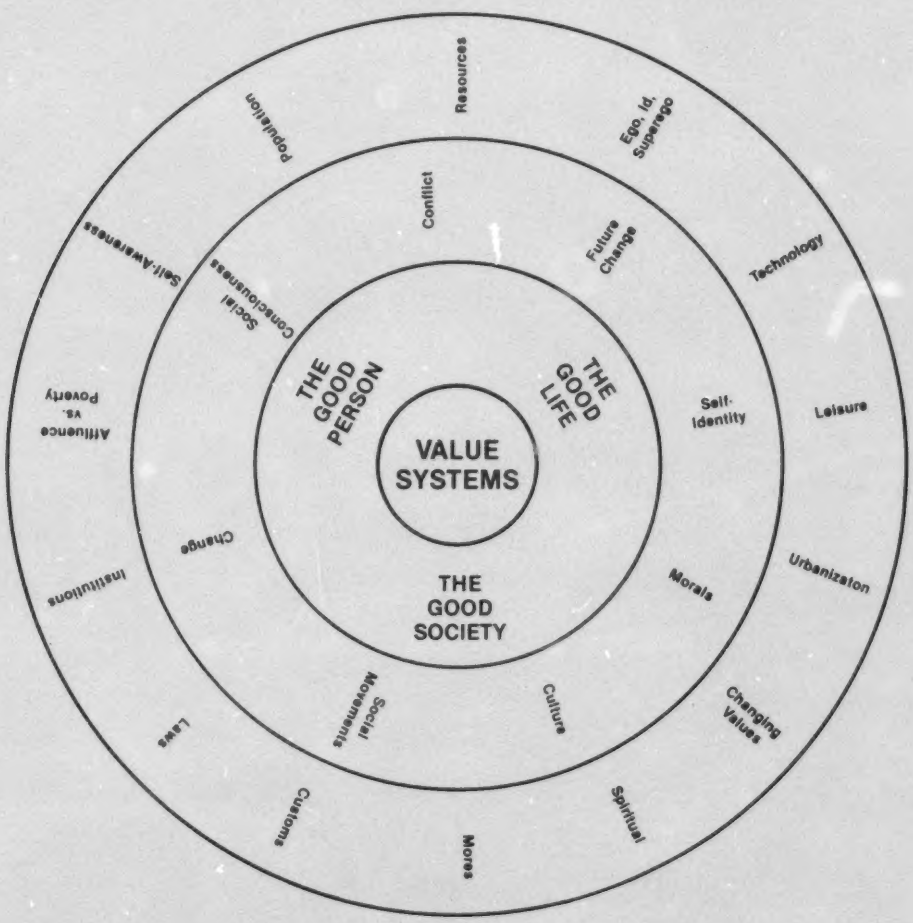
Value Concepts

human dignity
empathy
loyalty
government by consent of the governed
freedom and equality

Aspects of Method

historical method and point of view
the geographical approach
causation
observation, classification and measurement
analysis and sythesis
question/answer
objectivity
skepticism
interpretation
evaluation
evidence

*Adapted from Roy A. Price *et. al.*, *Major Concepts for Social Studies*, (Syracuse: Social Studies Curriculum Center, 1965).



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Generalizations

Generalizations are statements or propositions that relate two or more concepts or ideas. Generalizations have wider applicability than factual claims because they can be applied to a variety of situations or give meaning to a set of factual claims. They may vary, however, in their breadth or universality. Note the variations in applicability of the following.

Farming in the United States has changed greatly since colonial days.

In a market economic system the demands of consumers primarily determine what things will be produced.

Land and climate, in part, affect the way people earn their living.

The first two generalizations are restricted either to a particular place and time or to a particular set of conditions. The latter generalization is universal in that it makes a claim purportedly true for all times, places and people. In selecting generalizations as a basis for organizing the social studies curriculum, it is usually more desirable to use those with the broadest applicability. It is those generalizations which enable the learner to explain the most examples. Examples of generalizations selected from various disciplines and their relationships to concepts and facts may be used as a basis for organizing social studies curriculum and classroom instruction are shown in the following table.

Examples of the Relationship Among Generalizations, Concepts and Facts From Social Science Disciplines*

History and the Social Science Disciplines	Ideas (Generalizations)	Complex Concepts	Specific Concepts	Specific Judgments of Fact
Anthropology	The life style of a culture is shaped by the contribution of groups that make up that culture.	Culture	Digging stick	Orthodox Hindus do not eat beef.
Economics	Every society faces a conflict between unlimited wants and limited resources.	Scarcity	Factory	The per capita income of the United States in 1965 was roughly twice that of Great Britain and four times that of India.
Geography	Every geographic area is affected by physical, biotic and societal forces.	Climate	Seaport	Latosolic soils develop in the humid low latitudes where temperatures are high and rainfall heavy.
History	Historical events can rarely, if ever, be explained in terms of a single cause.	Casualty	Historical document	The Quebec Act was passed in 1774.
Political Science	All societies establish authoritative institutions that can make decisions that are binding on the members of the society.	Political System	Citizen	The Federal Government of the United States has three main branches.
Psychology	The social groups to which an individual belongs help shape his behavior.	Personality	Person	The higher an animal is in the ontogenetic scale, the more complex is the organization of its nervous system.
Sociology	All social systems are important and meaningful to those individuals who are their members.	Social System	Family	Some Pakistani families make their living by raising sheep on the plains of central Asia.

*From Jack R. Fraenkel. *Helping Students Think and Value: Strategies for Teaching these Social Studies.* Englewood Cliffs, New Jersey. Prentice-Hall, Inc., 1973, p. 109.

In addition to their restrictiveness or universality, generalizations may vary in a number of other qualities. It is important for students to understand some of these qualities in order to learn efficiently and think effectively. Some generalizations are **definitional** in nature. That is, they describe how terms of concepts are to be used or related.

Example

All bachelors are unmarried males.

Some generalizations are empirically testable. These are of three basic types. First are those that make specific claims such as stating that a specific occurrence took place at a particular time and location.

Example

In the mid 1970s the United States' birth rate declined to the point where the population growth rate was nearly zero.

A second type of generalization is a general claim that relates types of occurrences.

Example

Blue collar workers tend to vote for Democratic Party candidates.

A third type of generalization includes those that state a theory or **theory-like** pattern of interdependent ideas. Social scientists, unlike their colleagues in the natural and physical sciences, have relatively few theories and few if any laws. But in disciplines such as economics and political science scholars have constructed well-known models or theories of human interaction that describe and relate phenomena and behavior. These models may also serve as guides to action. Models of our economic system, for example, enable economists to advise (though frequently they offer conflicting advice) on policies government leaders should pursue to maintain prosperity and stability.

Example

Increasing the money supply during a period of declining prices and rising unemployment will tend to stimulate economic recovery.

As guides to action, these generalizations are testable claims and enable us to inquire further and to refine our understanding of various occurences and interrelationships.

Some generalizations express conditional claims and in so doing they often express a causal relationship.

Example

If taxes are increased, then the party in power will tend to lose voting support in the next election.

Notice that this generalization is stated in "if . . . then" form. By stating it in this way, it becomes a testable hypothesis and is easily usable for classroom instructional purposes. Teachers may help students refine their thinking if they encourage students to state generalizations in this manner -- as tentative propositions to serve as further guides to inquiry.

When teachers organize their instruction around generalization, they must face the inevitable problem of selection. Since some generalizations are more powerful than others, teachers should choose those that offer the greatest utility or broadest application.

As a guide to selecting the most comprehensive generalizations, teachers may find useful the following criteria stated in question form.

- To how many varied areas, events, people, ideas, objects, etc., does the generalization apply? (applicability)
- How likely is that the relationship which the generalization suggests does not indeed exist? (accuracy)
- To what degree does the generalization as stated lead to other insights? (depths)
- To what extend does the generalization suggest important aspects of human behavior and explain important segments of today's world? (significance)
- How much information does the generalization encompass? (breadth)
- How many complex concepts does it include? (conceptual strengths)*

*Jack R. Fraenkel. *Helping Students Think and Value: Strategies for Teaching the Social Studies* (Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1973, p. 105).

Explanations

Teaching students to generate and use facts, concepts and generalizations in the social studies is obviously important. These are a means to an end. The important aim is for students to come to grips with explanations of phenomona, which is the work of social scientists and other scholars. Since the social studies draws its content from many disciplines, students will deal with several types of explanations. Briefly, explanations are a series of generalizations linking together concepts and factual claims to impart meaning to a series of occurrences or to behavior.

Explanations follow different patterns. Some may be deductive; others may be based upon statistical probabilities; still others may be based upon a narrative reconstruction of a sequence of events or a description of ideas, interests and desires that motivate individual behavior. Explanations are answers to questions posed by the inquirer. Why did the French Revolution occur? Why does a relatively large percentage of Americans own automobiles? How was Jimmy Carter able to win election as president? What caused the Civil War?

In response to the last question, a typical question dealt with in the study of U.S. history, many explanations have been given. Sometimes historians cite multiple causes, sometimes they cite a single cause. For example, compare these two explanations.

> And of the American Civil War, it may safely be asserted that there was a single cause, slavery . . . When events are reduced to their last elements, it plainly appears that the doctrine of states' rights and secession was invoked by the South to save slavery, and by a natural antagonism, the North upheld the Union because the fight for its preservation was the first step toward the abolition of Negro servitude . . . If the Negro had never been brought to America, our Civil War could not have occurred.
>
> Historian James F. Rhodes

> Slavery was the surface issue; the real conflict went deeper. Twice before in our history nullification had been attempted with veiled threats of secession, by New England during the second war with England, and by South Carolina in 1832. In neither case was slavery an issue; rather, it was the belief that local economic interests had been unjustly injured. In short, secession would have been quite possible if Negro slavery had never existed.
>
> Historian Harold U. Falkner

It is important that students become aware of explanations when they come across them in their reading, viewing or listening. Students should understand that these explanations are a particular way of organizing factual claims and ideas, and that alternative explanations of the same phenomenon are possible, indeed even desirable, until the great weight of evidence clearly indicates the likely validity of one explanation over competing explanations.

Skills

Skill development is an essential part of the social studies program. As soon as children can talk, they begin to acquire information by asking questions. Sooner or later parents and teachers are unable to provide the information. Long before that, children begin developing the skills needed to answer their own questions and to solve their own problems.

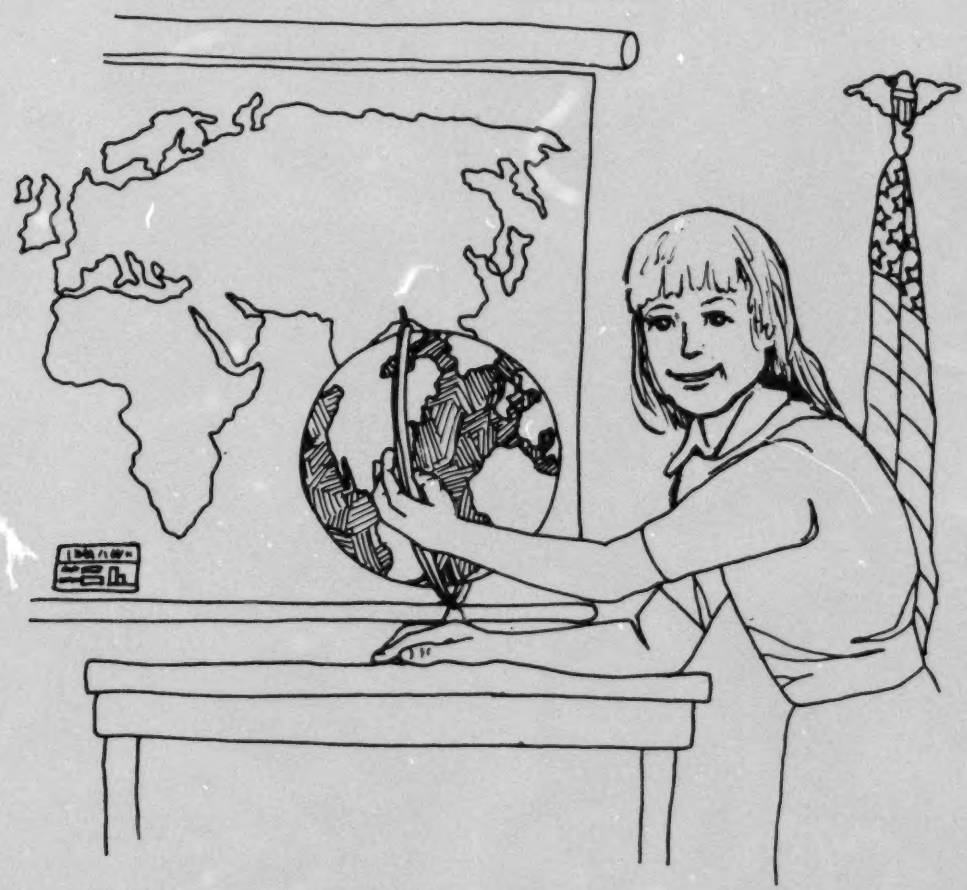
To achieve the success as a student and an adult, each student must become proficient in finding, analyzing, evaluating and applying information. Skills should be developed that will facilitate satisfying relationships with other people. Because these skills are vital to successful living, their development has become an important goal of education and a key part of the social studies curriculum.

Skills are means to an end, not an end in themselves. Skill development must start very early in life because skills are acquired, retained and refined through practice. The more complex the skill, the more practice it takes to acquire and master its use.

A **skill** indicates a specific proficiency which in combination with other interrelated skills enables one to become competent.

A **competency** indicates a broad statement that encompasses a combination of skills.

Success in school and in many other settings is related to skills mastery. Being able to comprehend and communicate ideas, to find needed information, to work with other persons on a task, are essential life skills. The social studies program aims to develop these skills in students and to provide opportunities for skills to be used.



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Characteristics of Social Studies Skills

As frequently as possible, skills should be taught in situations that require their use. If the students see that the development of a certain skill will help them gain success in school or in life outside the classroom, they are usually much more eager to develop it than they would be if they had to learn the skill for use in an isolated situation. Students learn more successfully if they feel a real need for developing the skill.

Social studies skills are highly interrelated. The student seldom uses any one of the social studies skills without using others. For example, in order to communicate effectively in a report, a student might have to

- find materials in a library;
- read to find answers to questions;
- interpret maps, globes, graphs and charts;
- take notes;
- make a bibliography;
- write with clarity and accuracy.

A skills program must provide for individual differences. In planning a skills program, the teacher must consider the different needs, interests, experiences and abilities of individual students. To achieve optimum student growth, classroom goals and teaching strategies must provide for these differences.

Students must read social studies materials creatively and with comprehension. The inability of students to read social studies materials is one of the greatest problems that teachers face. The social studies teacher should be a teacher of reading who can help students read and comprehend social studies materials.

Students should learn to read social studies materials creatively, *i.e.*, they should learn to communicate with the author by adding ideas to those presented by the author and talking back to the author, agreeing or disagreeing with the ideas presented. Reading creatively involves the use of many of the thought processes.

To comprehend written social studies materials, the student must be able to visualize what the author had in mind. "Picture-reading" is an effective way of achieving this goal.

Social studies skills require students to think. All social studies skills call for thinking skills. A student cannot develop proficiency in any of these skills without developing thought processes. For example, a student making a map comparing the main types of farming and industry in two states must learn map and globe skills. But just as important, the student should practice skills of comparing and contrasting, analyzing similarities and differences, inferring reasons and predicting future trends.

To develop a skill, the student must practice it correctly. A student cannot gain a skill merely through observation or by reading about it. The student must practice the skill correctly with a desire to improve performance; mastery is attained with considerable practice.

The student improves the ability to perform a skill over a period of time. The student develops skills gradually as the result of a succession of appropriate learning experiences. A skill is not mastered all at one time. Instead, the student begins by first learning the skill on a low level of performance. Then, gradually, progress is made to more advanced levels.

Values and Attitudes

As people grow and learn through experience, they develop general guides to thinking about the world and their behavior in it. These guides give meaning and direction to life and are called values. In essence, values are standards and principles for judging things, ideas, people, actions and situations. People build their own value systems through a multitude of experiences related to other people, ideas and events. Values are the things in life that are considered worthwhile or desirable.

In addition to values, individuals develop attitudes to respond to particular people, objects, situations or actions in consistently specific ways. Attitudes may be defined as behavioral expressions of developing values. Attitudes are acquired tendencies to respond positively or negatively, favorably or unfavorably to persons, groups, objects, situations, ideas or events. Values, however, are more basic elements in one's way of looking at the world; they underlie attitudes. Whereas people may have a great many attitudes, they generally have far fewer values.

The process by which people come to hold certain values and exhibit particular attitudes is referred to as socialization. Family, church, school, recreation, government and other institutions, as well as the society at large, serve as agents of socialization. Although many scholars have noted the special relationships among learning, personality and values, educators have been divided by several major questions.

- Should schools undertake a conscious, active role in values educations?
- If so, should they attempt to teach specific values or be neutral?
- If schools attempt to teach acceptance or commitment to specific values, which values should be selected?
- How should instruction be organized and what teaching methods employed to deal with values?

Certainly these are delicate issues and there are many interpretations of the statement that the school has definite responsibilities in helping young people develop values necessary for preserving and strengthening the principles of a free society. Educators should be concerned with helping students identify and analyze values from the substance of the social studies and helping them develop priorities of social, political and economic values that advance the cause of responsible civic behavior.

Some of these values are

- the dignity and worth of the individual;
- democracy as a way of life and government;
- enrichment of society through cultural diversity;
- acceptance of rights and responsibilities to one's nation;
- a free and open market in the exchange of goods and services;
- respect for those who are different in terms of appearance, race, creed or national origin;
- the peaceful interdependence of nations;
- education as a vehicle in the pursuit of human and social happiness.

There are many other important values, but certainly these rank high on the scale of values which the social studies can convey to students.

If schools have responsibility for openly dealing with values and attitudes, then what values should be dealt with? How do schools deal with them? Value phenomena may be studied, examined, compared and evaluated much like any other kind of social science data. Students must first understand what it is their society stands for before they are able to develop an appreciation or commitment to it.

What are the specific implications for those who teach social studies? In addition to studying about values as content, students should also be provided with opportunities to analyze value issues. The selection of learning experiences should be guided by the cognitive and emotional maturity of the student. As students gain in logical, analytical skills, they can apply these skills to dilemmas occurring in personal, community, national or global situations.

Certainly the values component of the social studies program is complex and often controversial. Local school systems and communities must address this area carefully and make appropriate curricular choices. A value-free classroom is neither possible nor desirable. Public school educators and social studies teachers in particular have definite responsibilities to help young people develop those values and attitudes necessary for preserving and strengthening a free, humane and just society. Essential to this society is the development of citizens who are able to exercise reasoned, critical thinking and who have developed a commitment to democratic ideals and way of life.

Social Participation — Roles, Skills and Experiences

The acquisition of knowledge, the learning of fundamental cognitive skills, the development of attitudes and values and the ability to engage in value analysis and moral reasoning are but prerequisites for students' social participation. A curriculum that does not have as a fundamental goal the development of students' willingness and abilities to participate effectively in a society's political, economic, social and cultural affairs is incomplete. Good citizenship has consequently been a longtime goal of social studies instruction.

Too often the goal has not been translated into specific meaningful experiences that provide opportunities for students to develop a willingness to participate, a sense of belonging, a sense of community, a feeling of power to influence people and institutions. Specific skills and abilities are needed to translate personal and group goals into effective action in civic affairs. When a student completes a high school program he or she should be able to say, "I know what's going on, I'm part of it and I'm doing something about it."[1]

Such a sense of community involves multiple levels; it begins with the family and expands outward as children mature — to involve peer groups, neighborhoods and the school's larger community. Eventually, this sense of community extends beyond to a region, the nation and perhaps in some respects to all humanity. In its basic form, however, a community may be viewed as a group "(1) in which membership is valued as an end in itself, not merely as a means to other ends; (2) that concerns itself with many and significant aspects of the lives of members; (3) that allows competing factions; (4) whose members share commitment to common purposes and to procedures for handling conflict within the group; (5) whose members share responsibility for the actions of the group; and (6) whose members have enduring and extensive personal contact with each other."[2] The development of a sense of community, argued to be the single most important goal for education in the decades ahead, requires a useful fund of knowledge, clarity of attitudes and values, cognitive and human relations skills and responsible social participation.[3]

In a democracy social participation should be based upon a reasoned commitment to fundamental values such as justice, dignity and worth of individuals and rationality. Such participation should be encouraged from the primary grades through senior high school. Students should participate in both in-school and out-of-school activities. Some activities may fall more into the categories of observation and data collection. Others may involve more active categories of organizational and leadership roles.

Not all social action involves direct or actual participation in school or community affairs, although that may be an ultimate goal. Some activities may also be categorized as readiness activities. These include role playing, simulation games and other devices assigned to develop readiness for handling actual experiences that can be provided later or for which suitable direct activities cannot be provided.

Finally, although social participation activities may focus on the resolution of issues or problems or attempts to bring about change, they also may involve activities supportive of institutions, organizations, group or socially accepted patterns of civic behavior. Some participation may include voluntary efforts in community agencies that provide services to citizens such as day care centers or scouting groups. What is important is for the individual to develop a sense of community, that is, a feeling of belonging, of shared goals, responsibilities and rights and a sense of personal worth and power to contribute usefully.

In planning school programs to provide opportunitites for achieving social participation goals, the following descriptions of roles, skills and experiences may serve as a useful guide.

[1]National Council for the Social Studies, *Social Studies Curriculum Guidelines*, Washington, D.C., *NCSS* 1971, p.15.

[2]Fred M. Newmann and Donald Oliver, *Clarifying Public Controversy: an Approach to Teaching Social Studies*, Boston: Little, Brown and Company 1970, pp. 329-30.

[3]R. Freeman Butts, "The Search for Purpose in American Education," *Today's Education*, March/April, 1976, 65:84.

Socio-Civic Participation Roles and Related Skills*

Role	Skills	Participation Experiences
Observing and reporting	• Listens and observes • Records main ideas or other information	• Attends group meetings • Interviews individuals • Prepares and distributes questionnaires • Gives reports by written or oral account, media presentations or panel discussions.
Supporting and helping	• Performs tasks as directed • Works well with others • Treats others with respect and fairness	• Tutors others • Supervises activities or tends younger children • Shares experiences with older persons • Assists teachers, public officials or volunteers in service-related tasks • Works for the election of political candidates • Participates in a community interest group
Soliciting and advocating	• Obtains the views of others • States position clearly • Provides reasons for advocated position • Knows how to influence others through appeals to their interests	• Engages others in discussion of selected issues or problems • Establishes positions based on logic and evidence • Brings problems and potential solutions to the attention of leaders and others in school, community or organizations • Mobilizes support for course of action
Organizing and leading	• Identifies goals and priorities • Plans and coordinates group activities • Matches roles and tasks with individuals according to their interest and skills • Creates a favorable working climate	• Implements plans of action • Establishes a special interest group for the purpose of meeting a special need in school or community • Volunteers to chair action or task committees in school, church or civic organization • Seeks elective office in a group or organization

*Adapted from Judith Gilliespie and Stuart Lazarus, "Teaching Political Participation Skills," *Social Education*, October, 1976, 40:373-78.

General Objectives for Social Studies

The four goal areas of the Social Studies may also be thought of as process-knowledge components. Knowing, thinking, valuing and social participation abilities are made possible by knowledge plus skills. In this section general objectives are presented for the knowledge and skills components of social studies. These lists are not all-inclusive; rather, they represent only a range of general objectives presented in broad terms. Several more specific levels would be necessary before they would become useful for a particular unit of instruction. In the exemplar units of instruction, general objectives from this section of the guide are more specific and useful for instructional purposes.

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
A.	**The students will be able to**			
Adaptation Causation	1. recognize, describe and compare how they, other people, societies, cultures and physical phenomena change over time.	I	D	R
Change Chronology	2. recognize, describe, and compare and contrast how people and animals adapt to physical and social environments.	I	D,R	R
Continuity Multiple causation	3. identify, describe and analyze adaptive patterns (personal social, economic, political) which emerge as groups adapt to physical and social environments.	I	D	D,R
Subconcepts technology industrialization	4. identify, explain and evaluate causes and effects of particular changes (physical, social, political, cultural, economic).	I	I,D	D,R
cause/effect environment invention borrowing	5. apply problem-solving techniques and guidelines to determine and evaluate what particular changes might occur in particular situations.		I,D	D,R
personal change social change cultural change	6. recognize and cite examples to illustrate that people invent, learn, borrow and transmit ideas and events.	I	D	R
planned change unplanned change	7. recognize and cite examples to illustrate that change and continuity are historical constants.		I,D	D,R
	8. recognize and cite examples to illustrate that cultures borrow from one another but are selective in the traits which are borrowed (societies adapt borrowed cultural elements to their own particular life style).			
	9. explain, analyze and evaluate how one's comprehension of the present may be influenced by one's understanding of the past and one's ability to organize relevant information to assist in description and explanation.		I,D	D,R
	10. explain, analyze and evalute how one's view of the past is influenced by the availability of evidence, one's own personal and cultural biases, and the society and times in which one lives.		I,D	D,R

*The code, I, D, R, is intended to indicate at which grade level some aspect of the general objective is introduced, developed and reinforced.

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
B.	**The students will be able to**			
Beliefs Culture	1. recognize that all human beings are of one species; although differences exist among groups of humans, these differences are not necessarily inequalities.	I	D	R
Self-concept Values	2. recognize and illustrate the idea that all human beings have basic physical and psychological needs.	I	D	R
Subconcepts	3. recognize and illustrate that all human beings experience the same cycle of life and that human beings continually seek to explain that life cycle.	I	D	R
adaptation biological needs human similarities human differences human behavior tools/ technology cultural universals communication interdependence acculturation enculturation ethnocentrism ethnicity customs heritage identity tradition traits norms rules/laws descriptive beliefs moral beliefs democratic values individual rights individual responsibilities group rights group responsibilities equity equality of opportunity human dignity	4. recognize and illustrate that throughout history people have worked to meet common human needs and to satisfy human desires and aspirations.	I	D	R
	5. recognize and illustrate that whenever and wherever people have lived, they have developed artifacts, beliefs and culture, which have enabled them to satisfy their social and physical needs.	I	D	R
	6. recognize, explain and evaluate how culture and social patterns affect thinking, feeling, acting and perceiving throughout life.	I	I,D	D,R
	7. recognize and illustrate that the basic substance of any culture is in its values.	I	I,D	R
	8. explain and evaluate how decisions on all aspects of life are influenced by the value systems of group members.		I,D	D,R
	9. identify and compare examples which illustrate how cultures use a diversity of means to obtain similar ends and to satisfy common human needs.	I	D	R
	10. explain and contrast relationships between the quantity of cultural inventions in any society and the degree to which the society is specialized.		I,D	R
	11. recognize, apply, analyze and evaluate the relationship between personal value systems and individual decisions.	I	D	R
	12. recognize and evaluate how a person's development of human traits and self-concept derive in part from group associations.	I	D	R
	13. recognize that each person has a unique personality and that personality is shaped in part by interaction with others.	I	D	R
	14. recognize that people are mammalian, social and cultural animals, living in cultural and natural environments.	I	D	R

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
	15. recognize and identify examples to illustrate that making and using symbols is an essential component of every culture.	I	D	R
	16. recognize and illustrate that people of all races, religions, cultures and regions have contributed to a common cultural heritage, and that modern society owes a debt to cultural inventors of other times and places.	I	D	R
	17. recognize and explain how cultures are comprised of traditions, which are the result of accumulated knowledge, artifacts and customs.	I	D	R
	18. give examples of how cultural exchange and borrowing occur when groups with diverse cultures come into prolonged contact.	I	D	R
	19. compare and analyze how cultural patterns are related to other phenomena, such as geographic location and general historical period of a people.		I,D	R
	20. analyze and evaluate how stereotyping a class of people or a place or philosophy may lead to false statements and dangerous beliefs.	I	D	R
	21. illustrate and evaluate how culture affects two person's thinking about values.	I	I,D	R
C.	**The students will be aole to**			
Compromise	1. recognize, analyze and evaluate how, throughout history, conflict has developed between groups of persons having philosophical differences in goals and means.	I	I,D	D,R
Conflict				
Conflict resolutions	2. identify and evaluate examples which show that much of group behavior is guided by shared values that people voluntarily follow or by norms and beliefs that they follow under the threat of punishment or the promise of reward.	I	D	R
Cooperation				
Power	3. identify, compare and evaluate examples which illustrate that in every society and institution, regulations and laws emerge to govern behavior of individuals.	I	I,D	R
Social control				
	4. identify, analyze and evaluate how rules and laws reflect the basic values of the society or institution.	I	D	R
	5. explain, compare and evaluate how many different types of political systems are used in different societies to determine public policy and to regulate behavior.	I	I,D	D,R

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
Subconcepts interaction customs civil rights stability discrimination sanctions government by law rules law social norms civil war leadership minority rights roles sovereignty federalism mores political organization norms	6. illustrate, apply and evaluate the idea that individuals are more likely to influence public policy when working in groups than when working alone.		I,D	R
	7. illustrate, analyze and evaluate how individuals and groups have always attempted to achieve a sense of justice and reason in their human interactions and in the establishment, operation and evaluation of their institutions.	I	D	R
	8. illustrate, analyze and evaluate why conflicts between individuals, groups and nations have arisen.			
	9. illustrate and evaluate how individuals and groups may resort to extreme methods to change public policy when they feel that authorities are unresponsive to their needs or that more traditional channels for alleviating grievances have been ineffective.		I,D	R
	10. explain, illustrate, analyze and evaluate examples of how leaders emerge, gain power and influence, and lose power and influence.	I	I,D	R
	11. analyze why there are continuous struggles between different groups for power and influence.	I	I,D	R
D.	**The students will be able to**			
Decision-making Environment	1. give examples, analyze and evaluate how all nations are interdependent economically, socially, politically and culturally.	I	D	R
Habitat Interaction Interdependence Scarcity	2. give examples and evaluate how the natural environment may set the broad limits of economic possibilities in an area but that the people determine the specific character of life within the limits of their culture.	I	D	R
Subconcepts resources resource use and conservation universe earth living organisms spatial distribution settlement patterns land use patterns areal association	3. give, analyze and evaluate examples of how the level of technology and the socio-political-economic-religious-aesthetic values of a cultural group influence the ways in which people use their natural resources.	I	I,D	R
	4. illustrate, explain and assess why groups at different times have reacted differently to similar environments.		I,D	R
	5. illustrate, analyze and evaluate how regional specialization implies interaction with other areas for the exchange of goods and services.	I	D	R
	6. explain how and why production, exchange, distribution and consumption of goods tend to have a geographic orientation.	I	D	R

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
Subconcepts pollution ecology region specialization values resource allocation opportunity cost	7. explain, compare, illustrate and evaluate how natural environments influence modes of life and population patterns.	I	D	R
	8. illustrate and evaluate how cultural environments represent social systems designed to carry out the basic tasks of the society.	I	D	R
	9. illustrate and evaluate how geographic areas are affected by biotic and societal forces.		I	D,R
	10. illustrate, compare, analyze and evaluate how people's social and economic relationships and behavior are affected by their geographic distribution.	I	D	R
	11. illustrate, apply and evaluate various techniques used to influence various levels of decision-making.			
E.	**The student will be able to**			
Decision-making	1. identify examples to illustrate that all societies develop social institutions integrated around the major needs of the society.	I	D	R
Goals				
Institutions	2. compare and analyze how every society has developed complex processes to perform the basic functions of socialization and acculturation.	I	D	R
Systems				
Values	3. describe, analyze, compare and evaluate the many different types of political systems which are used in societies to determine public policy and regulate behavior.	I	I,D	D,R
Subconcepts education government religion family economic organizational patterns rules/laws futurism change invention/ adaptation rights/responsibilities	4. describe, analyze, compare and evaluate the many different types of economic and social systems which have evolved to deal with the basic economic and social functions of the society.	I	I,D	D,R
	5. illustrate, analyze and evaluate how the basic substance of a society is rooted in its values. Explain and evaluate how basic economic, social, political, environmental decisions are influenced by values.	I	I,D	D,R
	6. illustrate how societies exhibit patterned social behavior which can be described and explained.		I	D,R
	7. explain, analyze and evaluate how some of the wants and needs of members of any society are satisfied through the economic, family, educational, political and religious systems.	I	D	R
	8. explain how and why some individuals and groups within every society are authorized to make binding decisions.	I	D	R

Organizing Concepts	Objectives	Grade Levels K-4	5-8	9-12
	9. explain and illustrate how persons and groups influence change in societal institutions.	I	D	R
	10. explain, compare, analyze and evaluate how all societies develop social institutions or complex sets of values, mores, laws and procedures integrated around the major functions or needs of the society.	I	D	R
	11. illustrate how institutions are characterized in various societies and explain the role of the individual in institutions in comparative societies.	I	D	R
	12. illustrate and evaluate how in all societies people have sought better economic, political and social opportunities.	I	D	R

General Objectives for Social Studies Skills*

A comprehensive program for skill development must provide both a **graduated vertical sequence** of experiences in skills in grades K-12 as well as a **horizontal component** providing for practice of these skills.

Students deficient in skills cannot excel in social studies. A planned sequence of graduated learning activities related to the students' accumulating background of experience allows them to build on experiences that have meaning because they are able to interpret them. Students learn from classroom activities only when they can relate a new idea, fact or activity to something they understand.

A planned program for the teaching of skills helps students make optimum transfer of skill learnings so that the skills become a part of their customary behavior. Learning experiences should result in many immediate and varied applications of the skill. Research skills which are adequate for a middle school student would be considered inadequate for a high school student. Students should have horizontal and vertical coordination at all levels.

Helping students develop and use skills effectively is one of the central purposes of social studies instruction. Without an adequate command of skills, it is doubtful that students can gain the insights concerning their society or develop the habits of intellectual and social behavior that constitute the ultimate goals of the social studies program. Skills are tools for learning both in and out of school. Students who develop a command of social studies skills during their school years and carry these skills into the adult years have laid a firm basis for continued learning throughout their lives.

Some skills are a definite but shared responsibility of the social studies. These include

- locating information,
- organizing information,
- evaluating information,
- acquiring information through reading,
- acquiring information through listening and observing,
- communicating orally and in writing,
- interpreting pictures, charts, graphs, tables,
- working with others.

The following skills are a major responsibility of social studies.

- Reading social studies materials
- Applying problem-solving and critical-thinking skills to social issues
- Interpreting maps and globes
- Understanding time and chronology
- Developing value analysis skills
- Developing social participation skills

The following principles of learning and teaching should be emphasized as a basis for the social studies skills program.

- The skill should be taught functionally — in the context of a topic of study rather than as a separate program.
- Students should understand the meaning and purpose of the skill and have motivation for developing and using the skill.
- Students should be carefully supervised in their first attempts to apply the skill so that they will form correct habits from the beginning.
- Students need repeated opportunities to practice the skill with immediate evaluation so that they know where they have succeeded or failed in their performance.
- Students should have individual help through diagnostic measures and follow-up exercises since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.
- Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as students move through school, with each level of instruction building on and reinforcing what has been taught previously.

*Adapted from
John, Eunice and Dorothy M. Fraser. "Social Studies Skills: A Guide to Analysis and Grade Placement," *Skill Development in Social Studies*, Helen McCracken Carpenter, Editor. Thirty-Third Yearbook of the National Council for the Social Studies, 1963. Pages 296, 310-312.

Social Science Skills, Atlanta Board of Education, 1975.

Sequence Chart of Map and Globe Skills and Understandings, K-6, Los Angeles City Schools.

Social Studies Skills Sequence, Anne Arundel County, Maryland.

- Students should be helped at each stage to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learing can be achieved.
- The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the student; many skills should be developed concurrently.

Reading Skills

Although students gather information from many sources — films, filmstrips, tapes, radio, television — reading is the single most important information-gathering skill a student can possess. The development of this skill is a continuing process throughout the students' education. One of the most effective ways to develop reading skills is to teach reading in the content areas. Teaching a social studies lesson as a directed reading lesson is one way of effectively using social studies time to improve reading skills. Normally, the directed reading lesson consists of four parts.

- Preparation for reading
  providing necessary background
  presenting new vocabulary
  establishing purposes for reading
- Directed reading and discussion
- Extending skills and abilities
- Enrichment and follow-up activities

Each phase of the directed reading lesson can be related to a social studies lesson, making it possible to teach social studies content and improve reading skills simultaneously. A convenient guide to the social studies lesson as a directed reading lesson is given in *A Reading Program for the 70s: Social Studies/Reading*. Atlanta: Georgia Department of Education, 1975.

Thinking Skills

One of the main goals of social studies is to help students develop their ability to think which involves acquiring and processing information. Students who are able to use their higher thought processes (rather than simply repeat information they have memorized) should succeed in school and in life. The ability to fulfill obligations as a citizen depends largely on how well one has learned to think.

Benjamin Bloom's taxonomy identifies seven thought processes — recall, translation, interpretation, application, analysis, synthesis and evaluation.

Recall is the lowest level of thinking. This thought process includes the recall or recognition of information previously encountered, such as facts, concepts or generalizations. Although knowledge is used in the exercise of all the higher thought processes, questions designed to test only the student's knowledge do not require any thinking ability beyond the level of remembering, recalling or recognizing.

Examples of remembering

- Recalling information, such as the names of the state capitols.
- Identifying the source of written materials, such as a quotation.

The next level of thinking is **translation**, or changing information from one form into another. For example, in reading a map a student must change the lines, colors and symbols on the map into vivid mental images of boundaries, rivers, elevation and number of people living in the cities shown on the map. These mental images can be expressed in words that provide almost the same information as the map does.

Examples of translation

- Explaining in one's own words the meaning of something read.
- Drawing a picture to explain the meaning of a concept such as cooperation.

Interpretation is the thought process used in discovering relationships between two or more facts, concepts or generalizations. It is the kind of thinking students use when they make comparisons or draw conclusions.

Examples of interpretation

- Comparing two or more pictures to decide whether they are similar or different.
- Discovering a cause-and-effect relationship between two phenomena.
- Finding facts to support a generalization.
- Drawing a conclusion from statistics or other information.

The thought process called **application** is the kind of thinking that is done when knowledge is applied to life outside school. Application requires the person to recognize similarities in the new problem to problems previously encountered and to select the method and the information that are most suitable for finding a solution.

Examples of application

- Using a variety of social studies skills to prepare a good research paper or oral report.
- Using social studies skills in working with others.
- Voting on issues or candidates, either in school elections or in elections outside the classroom.

Analysis is the thought process a person uses in determining how something is organized. For example, in analyzing complicated information, a student must separate it into its basic parts to see how they were put together and how they are related to each other. Analysis is much like interpretation, but the pupil is more aware of steps that must be followed to reach a solution to a problem. Analysis is used in all kinds of critical thinking and problem-solving.

Examples of analysis

- Separating main ideas from supporting facts.
- Separating statements of fact from hypotheses and conclusions.
- Detecting unsupported assumptions, faulty logic, prejudice or propaganda.
- Distinguishing statements that have no bearing on the situation, question or problem under consideration.

Synthesis is the thought process a person uses when thinking imaginatively or creatively. It is the process of putting ideas or materials together to create a meaningful pattern or structure that did not previously exist.

Examples of synthesis

- Writing something original, which might be a paragraph or an entire poem, story, or play.
- Writing a report that looks at something in a new and different way.
- Planning a public opinion poll that will provide information on a public issue.

Evaluation of ideas, events or material objects calls for a person to have in mind standards against which judgments can be made. The standards may have been established by someone else or one may have set up one's own standards for judging. If a person uses faulty standards or misunderstands the nature of the standards, the evaluation is likely to be faulty also. For example, if students did not use the thought processes of translation and interpretation, they may have a false impression of the standards they are using. As a result, the judgment may be incorrect. Helping students improve their ability to make responsible judgments is a major goal of education.

Examples of evaluation

- Judging the accuracy, logic and clarity of a written communication.
- Judging the success of a class discussion.
- Deciding whether people are being treated equitably.
- Deciding which of several conflicting sources of information is the most reliable.

Even though the skills should be taught in order from the least to the most difficult, teachers should not assume that some students cannot be involved in developing skills at every level. Young students or less able students engage in thought processes at all levels, but they do so in terms of their own experiences. Therefore, teachers should provide opportunities for all students to develop thinking skills at all levels.

No skill or set of skills is learned in one experience, in one year or in one division of the school system. Skills should be introduced and understood at the students' current level of maturity, used repeatedly in different situations and used at subsequent levels of maturity in increasingly complex situations.

General Objectives for Social Studies Skills

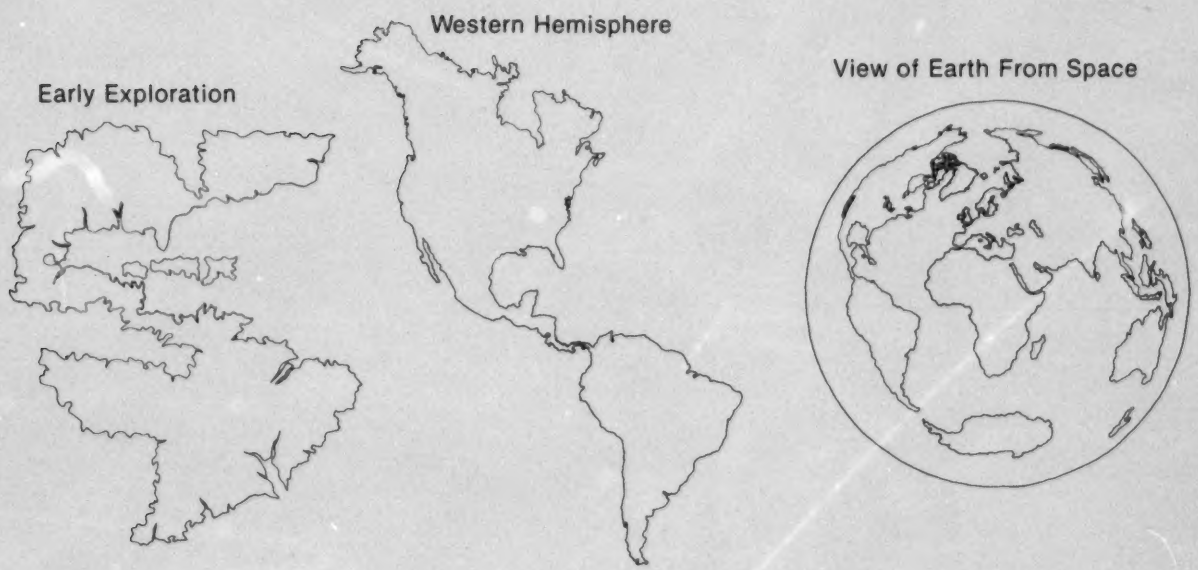
Skills	Objectives		
I. Locating, Analyzing and Evaluating Data	**K-4**	**5-8**	**9-12**
A. Organizing pictures, facts, events	The student should be able to - interpret pictures, graphs and tables. - make an outline. - relate an artifact to the subject content.	The student should be able to - categorize sources of information as primary or secondary, biographical or autobiographical, fictional or nonfictional. - use an outline as a tool for study. - use footnotes. - relate an artifact to subject content using classification.	The student should be able to - classify ideas according to the points of view, ideology or bias of different writers or speakers. - make a table of contents. - make a bibliography. - compare, evaluate and analyze artifacts in relation to subject content.
B. Working with reference materials (books, atlases, periodicals, newspapers, other media)	- locate information in multiple references. - use an appendix.	- locate and interpret suitable data from references (media, almanacs, Who's Who, readers' guides, etc.) - locate news sources on the same topic from different sources.	- locate and interpret suitable data from references (media, dictionaries of biographies). - critically analyze interpretations of same event from different news media.
C. Sequencing and arranging in chronological order	- sequence terms which denote time. - relate events of own life with those of a greater span of time using same scale on time line.	- collect and arrange bibliographies. - arrange series of events in chronological order. - use time line to explain social studies programs to others	- determine the sequence of events which precedes a given conclusion. - formulate generalizations and conclusions about social studies problems. - analyze cause-effect relationships.
D. Acquiring information by listening, observing and surveying	- recall major ideas following a listening activity. - tell about something that recently occurred. - prepare a group or class list of questions to seek answers from people at school or home.	- acquire information about a topic by listening to more than one source. - develop and use guidelines designed to aid in impartial observation. - build survey instruments designed to gather specific data.	- acquire information from a formal, extended lecture. - draw expository inferences about a situation by conducting impartial observations. - conduct a scientific random sample survey and analyze the data obtained.
E. Constructing and interpreting graphs	- explain the message of simple pictorial or bar graphs of data.	- make a line or bar graph and chart plotting social studies data. - ask pertinent questions related to the data analyzed on charts and graphs.	- plot multiline graphs to be used, in support of a hypothesis. - formulate logical hypotheses based on data presented in graph form.
F. Evaluating subjective and objective material	- distinguish between fiction and nonfiction.	- distinguish between fictional and nonfictional articles in newspapers, magazines, etc. - tell when a statement is a fact, an opinion, a value judgment or an inference.	- distinguish between objective and subjective primary source material. - justify a decision as to why it has been evaluated as a statement of fact, an opinion, a value judgment or an inference.

Skills	Objectives		
II. Problem-solving	**K-4**	**5-8**	**9-12**
A. Recognizing and stating problem	The student should be able to - identify and state a problem related to personal experience.	The student should be able to - identify and clearly define a problem.	The student should be able to - define a problem concisely for use in the problem-solving process.
B. Formulating hypotheses	- suggest alternative solutions when given a group problem, real or hypothetical.	- state an acceptable hypothesis to be researched.	- formulate hypotheses and apply a sequential evaluation process.
C. Planning for research and gathering data	- decide which data would be necessary to support or disprove hypotheses. - sequence a plan for collecting data.	- develop operating procedures for completing the sequences in a research plan.	- identify criteria to evaluate the design of a proposed investigation.
D. Preparing and analyzing alternatives	- support a decision to accept or reject the hypotheses based on the evidence that has been given.	- use accumulated evidence to accept or reject hypothesis. - examine consequences of alternatives.	- accept or reject hypotheses on the basis of collected evidence. - state in a conclusion the acceptance or rejection of hypotheses. - cite short and long range consequences of alternatives.
E. Formulating and acting on conclusions	- choose a solution to the problem after applying the evidence.	- choose a reasonable solution to the problem after applying the evidence. - recognize areas for further study.	- choose a reasonable solution to various alternatives. - change the solution if the new data warrant it. - observe interrelationships between two problems and between solutions to each.

Skills	Objectives		
III. Social Participation	**K-4**	**5-8**	**9-12**
A. Supporting, organizing and working with others	The student should be able to - assume different roles in a group. - identify tasks to be completed. - perform tasks as directed. - participate in activities by following rules. - show respect and fairness for others.	The student should be able to - identify goals and tasks. - work with group as either leader or follower until task is completed. - participate in a group activity while observing set rules of procedure. - organize and complete a group activity. - treat others with respect and fairness.	The student should be able to - identify goals and priorities. - take various roles in a group and clearly define the tasks to be completed. - conduct a group activity observing set rules of procedure. - plan, organize and complete group activity. - work with others using democratic principles. - identify and use alternative methods of managing conflict.
B. Gathering and reporting information	- listen and obtain information. - remember or record main ideas. - obtain information from different sources.	- identify and acquire information from public and private sources. - interview individuals. - prepare and give reports.	- use many sources to obtain current information and opinions. - obtain information by asking appropriate questions in interviews. - evaluate the reliability of information gathered.
C. Soliciting and communicating ideas	- listen and respect views of others. - give reasons for position. - engage in discussion with others.	- listen and obtain the views of others. - state position clearly. - provide reasons for personal viewpoint. - present viewpoint to others. - work through organized groups to support a viewpoint.	- obtain the views of others. - state reasons for advocated positions. - present viewpoint to other citizens, leaders and officials. - organize and participate in activities for effective action to support your views.

Skills	Objectives		
IV. Time and Chronology	**K-4**	**5-8**	**9-12**
A. Use the time system and the calendar	The student will be able to - tell time by the clock. - name the days of the week in order. - name the months in order. - use calendar to find dates of special events. - describe the relation between rotation of the earth and day and night. - use definite time concepts such as second, minute, yesterday. - use indefinite time concepts such as long ago, before, after.	The student will be able to - identify seasons with particular months. - describe the system of time zones as related to the rotation of the earth. - describe the relation between the earth's revolution around the sun and a calendar year. - use definite time concepts as decade, century. - use indefinite time concepts as past, future, meanwhile.	The student will be able to - translate dates into centuries. - formulate generalizations and conclusions about prehistoric and geological time. - formulate generalizations and conclusions about time in studying the development of human affairs.
B. Develop sequencing and chronology	The student will be able to - relate sequence and chronology in personal experiences. - develop numerical chronology. - make simple time lines related to personal experience.	The student will be able to - arrange personal experiences in sequence. - place related events in chronological order. - relate cause and effect relationships among events and dates. - figure the length of time between two given dates. - make time lines sequencing events. - figure differences in duration of various historical periods. - discuss the Christian system of chronology - B.C. and A.D.	The student will be able to - cluster date-events to establish time relationships among historic events. - relate the past to the present in the study of change and continuity in human affairs.

How Perceptions Change Over Time



Skills	Objectives		
V. Map and Globe Interpretation	**K-4**	**5-8**	**9-12**
A. Characteristics of the Earth — Size, Shape, Motion	The student should be able to - identify the nature of a sphere. - compare maps to the globe. - differentiate between natural and cultural features on earth's surface. - identify simple land and water forms — continents, islands, oceans, rivers, lakes. - understand the axis of the earth and meaning of rotation as related to day and night. - indicate how the earth's revolution around the sun causes the seasons to change.	The student should be able to - use circle measurements in degrees, minutes, seconds. - measure great circles in miles. - compare areas and distances. - identify natural and cultural boundaries. - identify map projections, different ways of showing curved surface on flat map. - explain the use of International Date Line. - demonstrate the relationship of rotation of the earth and time. - explain seasonal changes in terms of the earth's revolution and axis tilt. - describe satellite orbits.	The student should be able to - use globe studies for correct ideas of area. - identify some problems of cartography in projecting the globe to a flat surface by such methods as cylindrical, conical and equal-area projections. - review rotation, revolution and parallelism and their effects. - define and illustrate orbits.
B. Direction	- indicate how cardinal directions are determined by the poles. - use of parallels and meridians as direction lines. - use the intermediate directions. - identify the earth's four major hemispheres.	- demonstrate the relationship between meridians and time. - compare time in various parts of earth. - plot great circle routes on cylindrical projections. - use grid coordinates of longitude and latitude to locate places on a map or globe.	- orient any map to the north using given clues. - determine true direction from study of the globe. - read direction by use of parallels and meridians of any map. - discuss direction in space and direction on earth
C. Location	- locate places in relation to continents and bodies of water. - use the grid system to aid in locating places on a map. - demonstrate the need for reference points on a globe or map (North Pole, South Pole, Equator) to describe locations exactly. - identify specific landmarks, such as unusual coastline or other natural feature and use the information to locate places on a map or globe.	- use the grid system to find exact locations. - locate and use the International Date Line to interpret time zones. - explain the division of the globe into 360 degrees. - trace and compare trade and travel routes on air, land and water.	- collect information about global patterns of land forms, climate, natural vegetation, transportation. - locate political divisions. - locate air and ocean currents which affected exploration and the development of countries.
D. Symbols	- relate photographs to map symbols. - identify map symbols for physical features. - identify map symbols for cultural features, cities, boundaries. - identify use of color or shading to show relief.	- describe how relief is shown by contours on topographic maps. - explain what the various kinds of symbols (dots, colors, lines) are used to show (food production, languages, population). - devise map symbols and legends for outline maps.	- interpret the key or legend for map reading. - analyze historical maps. - interpret physical and political maps by using colors and symbols.
E. Interpretation	- use different maps to find places of interest in the community, city, state and nation. - use inset maps. - compare maps and make inferences from them. - use maps and globes frequently as sources of information.	- use both physical and political maps to clarify concepts. - consult variety of maps for information about an area. - compare old and new maps to learn about changes people have effected. - use maps and globes (political, physical, economic, others) for information. - translate information derived from maps and globes into line and circle graphs.	- use maps and globes to explain geographical settings of historical and current events. - infer human activities and ways of life from data found on a map or combination of maps. - transpose statistical data to map form with legends.
F. Scale	- relate known distances to familiar places with those shown on maps. - use scale on map to find the distance from one place to another. - make large maps of familiar areas drawn to a predetermined scale.	- demonstrate how scale can be expressed in different ways — graphically, in words or as a representative fraction. - discuss relation of scale to selection of data to be mapped. - compare maps of identical areas drawn to different scales.	- draw map to scale. - correlate maps of different scales. - explain use of graduated scales that are important for polar or air age maps.

Suggested Strategies for Effective Teaching and Learning

In devising teaching and learning strategies, curriculum developers should refer frequently to course objectives to make certain that methods are chosen which contribute to reaching the goals. Characteristics of the learning task, the learner, the situation and the teacher must be considered when teaching strategies are selected. The proper combination enhances learning as well as motivation.

Students tend to be curious, interested in a range of topics, and generally able to explore ideas in depth. Teaching strategies should be selected which enhance these tendencies. Students should be encouraged to explore new and old topics, to investigate ideas using data from many sources and to continue to refine skills necessary for effective problem-solving.

Many of the books listed in the appendix provide detailed accounts of the factors to consider when developing teaching plans, as well as the methods themselves. Listed below are selected teaching strategies and techniques which may be adapted to many situations. These ideas are listed in summary form and are intended to suggest a range of strategies.

1. **Community studies and surveys** use the community as a laboratory and help to make learning relevant. These studies may take many forms, such as surveys of social services, the community's economy, political structure, voting records, local history, etc. The tape recorder is a useful tool in conducting these studies.

2. **Games** may be used in many ways and for many purposes. A game may be a particularly useful way for a student to practice and review facts, definitions or skills introduced in another setting. Game formats may be patterned after T.V. shows or simple commercial board games.

3. **Debates, panel discussions and symposia** are useful for bringing out many sides of controversial issues. The student learns to defend a specific viewpoint with facts and experiences the challenge of hearing opposing viewpoints and different perspectives on that issue.

4. **Discussion** can be an effective teaching tool if handled correctly. It is a good feedback technique to assess what students are learning. Productive discussion allows students to test their ideas before others and to learn the positions of others. The teacher must guard against this useful technique becoming an exchange of ignorance, being dominated by talkative students or developing into a session of short student answers to teacher questions.

5. **Exchange projects** are an effective means for learning about other people, regions, nations and cultures. Correspondence with schools in other parts of the country or the world can be started by joining organizations which provide rosters of interested schools. One of the best known is World Tapes For Education, Box 15703, Dallas, Texas, 74215.

6. **Field trips** are effective for learning about a community first hand. They require advance planning and administrative cooperation. Background lessons prior to the trip help to structure the trip and give students an idea about what to expect and to observe.

7. **Films** serve as an effective means of illustrating concepts or documenting a study. Involvement of students in film-viewing may be enhanced by such techniques as having students narrate a film shown without sound, or by stopping the film for discussion purposes at strategic points.

8. **Group work** is effective for promoting the exchange of ideas, peer teaching and social skills. Group members can evaluate each other's work, question ideas and contribute to a group presentation.

9. **Interviews and questionnaires** are challenging methods of gathering information, which reinforce skills. Analyzing, categorizing and synthesizing the data to be reported can provide frustrating but valuable learning experiences as the student's product takes form.

10. **Oral history projects,** using a tape recorder to interview senior residents, are excellent ways to preserve local history. They also make history come alive for students.

11. **Oral reports** can be used purposefully to bring information to the class, to present a point of view about an issue and to give students practice speaking and listening. Oral reports can become interesting student lectures and may be made more effective by the use of transparencies, charts, pictures or other media.

12. **Peer tutors** can serve as teacher aides by helping fellow classmates with new, difficult or review information. This technique is based on the idea that the best way to learn something is to try to teach it to someone else.

13. **Resource speakers** bring the community into the classroom. They can give an added personal dimension to learning and perhaps substitute for field trips. Every community has experts, government officials, travelers, service personnel, Peace Corps returnees, missionaries, company executives, etc. Some communities have compiled directories of available speakers.

14. **Role playing** places students in a staged situation where they must defend a viewpoint often different from their own by projecting themselves into the role of another. Allowing students to assume roles helps to bring out their ideas, values and prejudices. It is also useful for analyzing the complexity of a situation by experiencing it and then talking about what feelings arise afterwards.

15. **Simulation games** are operating models of physical or social situations. They have proven to be prime motivational devices. Students learn concepts, skills, critical thinking and much more in this format. Teachers should observe or take part in a simulation game before assigning it to students.

16. **Slide/Tape presentations** help to get the term paper out of the written format. Students present the results of research in pictorial and audio form with slides and taped narration. The technical aspects of planning this type of presentation illustrate that **how** something is said is often as important as **what** is said. These presentations can be saved and used with other classes.

17. **Sociodrama** is a type of role playing which deals with a social problem. The general setting of a sociodrama may be planned, but that is all. The students make up the plot as they go along. In this situation, students bring past experiences to a new problem and use productive thinking to solve problems. The sociodrama differs from a dramatization in which the students walk and talk through a structured script.

18. **Student conferences** provide numerous opportunities for students to learn in an out-of-classroom atmosphere through the medium of assemblies and conferences. Model United Nations, state legislatures, youth forums, international days, etc. have built-in motivational and teaching opportunities.

19. **Student exhibitions** such as social science fairs, historamas, and other exhibits of student projects are excellent motivators for both academic and non-academic students. Regional exhibits can be arranged with neighboring schools.

20. **Student intern programs** provide a practical plan for getting students into the community to perform useful work and to learn about the community. Arrangements can be made with social agencies, municipal offices, etc. for students to work on a regular basis on projects with regular staff.

21. **Telelectures** and **speakerphones** are low cost ways to give students verbal contact with state and national leaders and experts. The plan consists of an amplified telephone setup through which resource people talk from their homes or offices with one or more classes. Contact your telephone company for details.

22. **Television** provides many excellent programs nationally and regionally. The increasing use of videotaping eliminates the scheduling problems which have severely limited educational television. Some schools are investing in cameras and producing their own programs for closed circuit use.

23. **Written reports** allow students to do in-depth research on a specific subject of interest to them. Many important research skills such as locating pertinent information, summarizing ideas and writing notes, outlining and developing a sequence of ideas, and many other skills may be developed and practiced as students write reports.

Approaches to Organizing Instruction

Specific teaching techniques are selected and used by teachers to help students attain a set of competencies. Teachers usually employ a specific approach or a more general way of attacking a topic or unit. Listed below are several possible approaches the middle grade teacher might use.

1. **Case study approach** is also known as in-depth studies or postholing. This approach involves the study of a limited situation or a relatively small class of phenomena or a moment in time rather than a broad survey of a movement or era. Comparison across cases allows the learner to derive useful generalizations.

2. **Comparative studies approach** does not restrict comparisons to describing static structures or studying issues in parallel. Events, ideas, etc. are compared through the use of models and concepts that permit the examination of similarities and differences in groups of structures and patterns. Systematic comparative analysis can be incorporated into cross-cultural, -spatial, -chronological and interdisciplinary studies. Comparative studies allow students to build from familiar material and knowledge and to expand to less familiar information to increase understanding of both.

3. **Descriptive-expository approach** involves the use of a narrative or a description of events as they have been recorded. This approach can be particularly valuable when new information is to be presented as the data upon which other activities are based.

4. **Discovery approach** is also known as inductive or indirect learning or inquiry. In this approach, students are encouraged to investigate on their own to discover the concepts, principles and generalizations inherent in the subject matter.

   Two kinds of discovery may be designed. In the open-ended approach, the teacher has not previously decided exactly what knowledge or conclusions the students are supposed to reach during the lessons. The teacher is willing to accept whatever issues the students suggest so long as they seem to be serious and the topics relevant.

   In the more directive approach, the teacher knows what results are expected. Through the use of teacher questions, students compare examples and derive conclusions.

   Although the amount of direction from the teacher varies in these two kinds of discovery, the student is challenged, nevertheless, to conduct the inquiry and to become involved in assembling the information and deriving the generalizations.

5. **Historical-chronological approach** is the most commonly used method for teaching history. The events are studied in the context of what happened before, during and after an incident. This approach helps students gain a sense of chronology.

6. **Multimedia approach** uses a variety of teaching media to present information and to help students learn. This approach is limited only by funds for some of the expensive equipment and by the creativity and flexibility of the teacher or student planning the presentation. Media include crayons and construction paper, records and song lyrics, transparencies and overhead projectors, cassette players and slides, recipes and cooking utensils, posters and bulletin boards, video tape machines, creative dance classes, etc.

7. **Problem-solving approach** presents a series of issues or dilemmas to be investigated and alternative solutions to be sought and considered. The approach generally centers around conflicting situations or opposing viewpoints, such as the priority of personal liberty vs. public welfare. Students apply problem-solving skills to the analysis of social, economic, political and personal issues.

8. **Topical or thematic approach** centers upon a single topic or theme, such as revolutions, organized labor, immigration, civil rights, etc. This type of in-depth study investigates one concept or topic through time or space. The general theme is investigated through a collection of relevant incidents or examples.

Evaluation of Learning in Social Studies

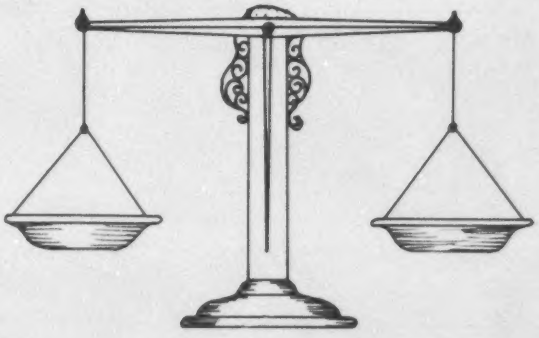
For the teacher of social studies, measurement and evaluation techniques may appear to be particularly crude and indirect in relation to the goals the teacher is trying to accomplish. This is due in part to the nature of social studies goals and objectives. Too often these have been vague and ill-defined, sometimes purposefully so. Social studies deals with, in part, attitudes, values and processes about which there is frequently controversy and lack of agreement on specifics. However, most educators will agree on the need to evaluate in some systematic fashion the effectiveness of instruction and the needs of individual students.

Evaluation is a process in which information is used to arrive at some judgement. Typically, in education the information is obtained through a process of measurement in which an attempt is made to quantify the presence or absence of particular knowledge, attitudes or types of behavior. The instrument or techniques of measurement are not limited to those which yield quantitative results; many techniques are available to top the more qualitative aspects of a social studies program. This section will attempt to deal in a very limited way with a few of the concepts in the field of educational measurement which the social studies teacher needs to consider to obtain dependable information for making informed judgments about students. A few suggestions concerning evaluation — or the actual process of making the judgment — will be included, but the primary focus will be on improving the type and quality of information about students which can be obtained.

Specifying Objectives

The first step in planning instruction in any subject or program is formulating objectives for that course or program. Objectives are statements of student behavior that should take place if learning occurs. Such objectives are the basis of curriculum and teaching methods but also are the basis for educational measurement strategies. Objectives may be classified into specific levels and into different domains. The common domains of learning are referred to as affective cognitive and psychomotor. For the sake of example, the cognitive domain[1] will be primarily used in this discussion.

There are at least three main specific levels of objectives. The first level contains fairly abstract and long-term goal statements. The second level contains end-of-course objectives, while the third level is much more specific, providing the content for both instruction and measurement. Objectives from the third level specify types of behavior students should exhibit, describe the conditions under which the behavior should occur and the criteria of acceptable performance. (It is acknowledged that the process of developing and stating objectives is time-consuming and difficult, but it is essential nevertheless and provides the basis of good evaluation.)



A table of specifications is a useful tool for deriving curriculum objectives. A table of specifications is a grouping or organizing of objectives according to a scheme which will assist the teacher in looking at subject matter (content) and behavioral skill changes together. The table may be as simple as a two-way table or in the form of a structural diagram. Besides presenting a convenient classification scheme, building a table of specifications helps teachers make decisions about the relative importance of different topics. This can be represented in the table in percentages or weights, which later can be translated into types and numbers of measurement exercises or test questions. The ratings may change, of

[1]Bloom, B. S. (ed.). *Taxonomy of Educational Objectives: Cognitive Domain*. New York: David McKay, 1956.

course, as the teacher plans lessons and builds tests. Like the effort of specifying objectives, the time invested in building such a table of specifications will be well spent. It will enable a teacher to build better achievement measures and can even be the basis for diagnosing student weaknesses.

Simplified examples of a specification table and a structural diagram are given in tables 1 and 2. The structural diagram is incomplete, but it is presented to show how content and skills interrelate. This can be made more complete by coding in actual resources such as books, kits, films, etc., as well as test items or other assessment techniques used in relation to each area. After testing, such a diagram can be used to indicate weak areas to students. The data for the specification table and the structural diagram are drawn from the fifth grade unit on ethnic groups included in this guide.

In the unit on ethnic groups the content focuses largely on defining ethnic groups and understanding how their heritage affects their perspective and behavior and on the history of selected ethnic groups in the U.S. Numerous process subskills are developed in the unit which largely fall in the categories of locating and acquiring information; defining and understanding concepts, facts and issues; and generalizing or applying this information to different or new situations.

Table 1

Content	Behavior (Process Skills)			
	Locating/Acquiring Information	**Defining Concepts/ Issues/Facts**	**Generalizing/ Applying**	
Definition Heritage Culture Perspective	5%	5%	15%	(25)
Historical Focus	5%	5%		(10)
Stereotyping Prejudice Discrimination	5%	10%	15%	(30)
Contributions of Ethnic Groups	10%	10%	15%	(35)
	25%	30%	45%	(100%)

Table of Specifications for a Unit on Ethnic Groups in the U.S.

Table 2

Content	Behavior (Process Skills)		
	Locating, acquiring information	**Defining concepts, issues, facts**	**Generalizing, Applying**
Define ethnic heritage culture perspective	Data Retrieval Chart media resources	— what it is — general characteristics of groups — specific groups (Chinese/Mexican)	Effects of culture on perceptions, behavior
Historical focus	Time line of events	— historical background (Chinese/Mexican American) — key events/times/places	Value judgments about historical rights of minorities
Stereotyping prejudice discrimination	Observation case studies	— what it is — recognize potential conflicts — current discriminatory practices	Role playing Personal opinions, values Combating, eliminating effects
Contributions of ethnic groups	Brainstorm Observation Media resources	— specific contributions — customs, food, architecture, literature, art, music, etc.	Community, personal examples

Example of structural diagram for a unit on ethnic groups in U.S.

Alternatives to Tests

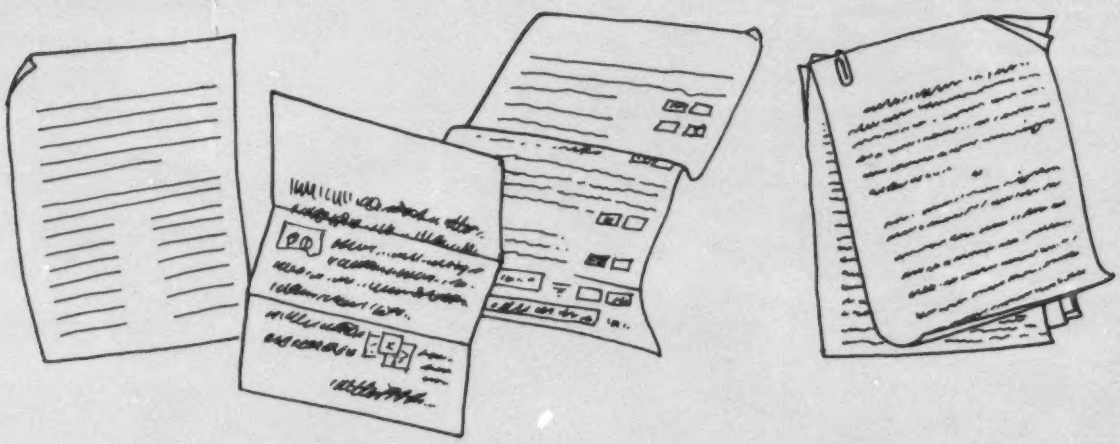
The full extent of student achievement in social studies is usually predicted on the basis of indirect and incomplete measures, typically paper-and-pencil tests. While tests are not wrong, in social studies it is frustrating for teachers to only partially find whether a student has acquired certain skills and concepts or understands a particular process well enough to apply it. Because of this the social studies educator is expected to be innovative in the measurement of actual student performance.

Procedure and Process Measurement

Although it is not impossible to produce paper-and-pencil test items which can measure student understanding of a particular kind of knowledge, process or procedure, the best way to measure their skills is to observe them as they engage in research problems, simulations or group participations. Consider the following examples.

Student information-gathering skills. To assess skills in information gathering, the teacher can keep informal records in a notebook, noting when students are performing a desired activity. The teacher may also devise a checklist of desired behavior and set up a schedule of specific times to observe students for the presence or absence of the behavior. A less direct assessment could be used by assigning students a topic to research and having them describe orally or in writing what steps they follow. These descriptions are indirect measures of students' knowledge of resources and thoroughness and accuracy (the unit in this guide entitled "Ethnic Groups in the United States" has several opportunities for students to use research skills).

Student group participation skills. In social studies, group participation skills relate to both cognitive and affective goals. The assessment of the student



may occur informally, with the instructor noting from time to time when a student exhibits a particular behavior. Or the teacher may set up a systematic, loosely structured problem or task in which small groups of students must work cooperatively or reach some consensus or decision. The group would be observed by the teacher, an outsider or even other students and individuals rated on certain characteristics exhibited. Students may be observed during role-playing to ascertain how they apply skills, knowledge and values.

In both examples above teachers attempt to measure complex behavior. Often the desired behavior is even more complex and the most important aspects defy measurement. (A student's knowledge of community resources can be measured, but the ability to get help in an actual emergency situation can only be inferred, for example.) However, generally teachers will be seeking to measure amount of participation and effectiveness. Standards or characteristics of these qualities must be specified so that observations of the students will be systematic, reliable and fair.

Observations of students should be made using a rating procedure or check lists. These instruments and their limitations are described in most basic texts[2] on tests and measurements. All involve making decisions about which elements of a situation should be measured, what materials are needed, what conditions must exist, how much time is required and what instructions to give.

One other procedure is important. Teachers should analyze student thought processes besides those obtained on written examination. Class discussions are primary times to elicit such examples. Recording of discussions for later content analysis can be helpful and not terribly difficult once a simple content analysis scheme is devised. For example, if the objective for students is interpreting data and generalizing new situations, examples of reasoning and generalizations on the tape can be tallied and rated.

Attitudes and Interests

Social studies teachers often may want to assess whether students have acquired particular attitudes and have adopted inquiry as a mode of thinking or approach to problem-solving. The acceptance or acquisition of various attitudes may be one of the most important measures of growth in social studies, and a number of instruments is available for these purposes. A teacher interested in constructing instruments of this type will find a helpful discussion in an old but still useful publication by Furst.[3]

The most common attitude measures are Likert and Thurstone-type instruments. Likert items usually contain a statement, with a scale of at least five points which enables students to show how strongly they agree or disagree with the statement. Thurstone items allow the checking of statements with which one agrees or disagrees. Statements are generated to represent degrees of favorableness on a subject, and values are assigned accordingly.

Another attitude or interest measure which students enjoy is the semantic differential, a type of inventory in which pairs of descriptive words are used to rate characteristics of a concept or content area. For example, students could rate a particular group activity as "dull-exciting," "bad-good," "boring-interesting," "organized-messy," etc. Lessons elsewhere in this guide on stereotyping and prejudice offer several opportunities to use this approach in measuring student attitudes.

[2]Chase, C. I. *Measurement for Educational Evaluation*, Chapter 8. Reading, Massachusetts: Addison-Wesley, 1978.

[3]Furst, E. J. *Constructing Evaluation Instruments*, New York: McKay, 1958.

Building a Better Test

Since it is generally accepted that the primary tool of educational measurement is the classroom test, the teacher of social studies will want to produce tests which will not only test student **knowledge of facts** but also the **meaning** of the material. A test for facts is relatively easy to construct, but a test for comprehension or meaning of concepts is more difficult to produce. Consequently, many tests (including well-known standardized ones) are overly weighted with recall of facts. Students learn this and tailor their own study accordingly, resulting in a loss of the very things most needed — the ability to see meaning in new situations and to solve the problems these situations present.

However, knowledge of facts is important, for facts are the base of more complex understanding. The most common measurement is by means of **objective** test items, or items which can be scored with a minimum of subjective judgment. The most common objective items are the supply type and selection type. Regardless of item type, however, there are advantages and limitations associated with each which can only briefly be discussed.

Supply Items

In supply (often called short answer) items, the student has to supply one or two words at most, either to answer a question or complete a sentence. For younger students it is better on a test to have all of one type of these items together. These are relatively easy items to construct and do not encourage guessing. However, they may be difficult to score because students may give partial answers or correct alternatives. These items are limited in testing anything other than factual information.

Supply items can be designed to minimize their limitations. Statements should be written so that only one answer is correct. Enough information must be given to eliminate ambiguity but not so much information that the item becomes too easy. Extraneous hints should be avoided, such as giving the first letter of the correct answer. Statements from texts should not be copied verbatim since they may make very poor test items out of context. Blanks should be near the ends of statements, and there should be plenty of space for answers.

Selection Items

The most common of these test items are true-false, multiple choice and matching items. The true-false and matching types are widely used in elementary classrooms. The true-false type, in particular, has limitations, in that they are particularly subject to guessing and usually deal with very trivial facts. Matching items can cover a great deal of factual information in a short time, but they are not easy to build and all types of material cannot be put into this format.

Matching and true-false items can be improved by observing some of the following rules.

- Try to make true-false items as absolutely true or false as possible by specifying conditions and by eliminating specific determiners such as "all", "never", "only", etc.
- True-false items should be short and should contain only one central idea (this helps to avoid partially true or partially false combinations).
- For younger students and poorer readers, matching items should also be kept short, with lists of responses not exceeding five. Older students may be able to handle up to 10 items in one list.
- Matching items should not balance perfectly. The list of responses should contain some which match more than one thing or do not match anything. With perfectly matched lists, students obtain some answers merely by the process of elimination.
- Matching items must have very clear instructions for the matching basis. This may mean long instructions which would need to be read aloud to young students or poor readers.
- Lists of premises and responses in matching items should be as homogenous as possible. Mixing geographic names, government leaders and natural resources in a list of premises, for example, makes the elimination process too easy.

Multiple-choice test items are the most widely used on standardized achievement tests but are among the most difficult for classroom teachers to construct. However, this method is adaptable to testing application of knowledge as well as recall of information, which gives it an advantage over other methods. The following are a few suggestions for constructing these test items.

- Distracters (the undesired or incorrect choices of answers) must be reasonably plausible; otherwise the item becomes too easy.
- For primary students, two or three options should be the maximum number of choices. Upper elementary students can easily handle four choices. The number of options may depend on how many plausible distracters can be generated. On a teacher-made test all items do not need to have the same number of distracters. If there is a great deal of variation in one test, the items with the

same number of choices should be grouped together to help avoid confusion.

- Avoid having the right answer being obvious by virtue of its length. Also, make sure that the "stem" contains as much of the item as possible (this will help keep the responses short). Responses should also have parallel grammatical construction.
- Avoid negatives insofar as possible, especially for elementary students and poor readers. This needlessly increases the difficulty of the item (examples: which is not true? all of the following except . . ., etc.)

Testing for Complex Achievement

When a teacher wishes to test for knowledge beyond facts, that is, to test for associated meanings, it is useful to introduce an element of novelty into testing. It also becomes critical for a teacher to have previously identified objectives and built a table of specifications, since identifying types of behavior to be assessed is essential to assessing learning beyond factual knowledge.

Generally the teacher constructs a new situation in which previously learned facts or rules can be applied. In a multiple-choice test this can be accomplished by presenting a passage or an exercise and asking a series of questions about it. This should not be merely an exercise in reading comprehension and materials should be realistic and relatively commonplace.

Another good technique is to have students look for examples or illustrations of concepts, rules or principles in material outside their texts. For example, current events may relate directly or indirectly to subjects covered in classes (*e.g.* policies on refugees entering the U.S. are often in the news and relate directly to the unit on ethnic groups). Stories in books, television or movies may also present opportunities for outside work and discussion.

In social studies use of tables, graphs, maps and pictures can be useful in assessing student levels of comprehension, analysis and application as well as facts learned. However, materials should be kept clear and simple. Pictures can be used to simulate a situation or an imaginary event to elicit attitudes or process skills. Tables and graphs are widely used in social studies assessment, since they help measure comprehension and analysis skills. (See use of data retrieval charts constructed by students themselves in the ethnic groups lessons in this guide and also the interpretation of the opinion chart in the exercise relating to prejudice and discrimination.)

Essay exercises or test items provide a frequently used approach to measuring more complex achievement. Such exercises are deceptively easy to construct, but often difficult to score. As with objective items, essay items should bear a direct relationship to the table of specifications developed earlier. This is particularly true with essay items because they must be constructed to elicit specific behavior (analysis, application, etc.). Evidence of this behavior is necessary in the scoring criteria as well.

In constructing essay items, once decisions are made as to behavior and content to be measured and questions determined, the teacher must compose the correct response. Too often this is not done, and the result is haphazard scoring of student responses based on inconsistent criteria.

Breadth of coverage is difficult to obtain with essay-type items, since only a few such items can usually be given at one time. Concentrating on items which allow for shorter responses (a few sentences, a paragraph) helps but will not alleviate the problem. Giving students options or choices is not really a solution either, since it means that great care must be taken to produce choices which are of equal difficulty.

One decision which will affect the administration time and scoring time for essay items is how much factual knowledge must be displayed in the final response. Must the student define all terms used and provide much supporting detail? A related decision concerns the amount of freedom in response a student has. The teacher must make clear in the directions if only one point of view is intended or if only certain areas should be covered. The best items require a student to have prior knowledge of key concepts and at the same time to use higher level thought processes.

Consider this example from the unit on **Ethnic Minorities.**

> Explain in writing the following statement. Members of various ethnic groups in the U.S. are alike in some ways but very different in others. In your response list several similarities and differences and write a short description (one or two paragraphs) of the impact of at least one similarity and one difference on American life.

In this item the teacher has specified that the answer should be relatively short, should list **both** similarities and differences and should explain the effects of at least **one of each** on American life. Thus, the response requires a background of factual knowledge, but in addition requires the student to relate the consequences of the facts — a higher level process.

In addition to generating the best possible items, teachers should analyze student tests to see whether items yield the desired information and whether the tests discriminate among good and poor learners. Teachers can use responses of students to revise and build new items for future tests. For example, common incorrect responses on a short-answer item could become distracters if the question in put into a multiple-choice format later. Analyzing student test performance may lead to revision in tables of specifications and even in course objectives.

Methods of item analysis are discussed in most tests and measurements texts. The easiest to compute and one of the most meaningful is item difficulty, computed in terms of the percentage of students who answer an item correctly. Teachers may also want to look at how well an item discriminates between high and low achievers. Most certainly they will want to examine the pattern of responses students make. How many answer incorrectly? Which incorrect response do most select for any given item? Are incorrect items clustered in certain content areas? Response patterns may reveal weaknesses in the test, of course, but they can also reveal weaknesses in instruction.

Analyzing tests is tedious and time-consuming. Formal techniques are limited in their usefulness, especially with essay items. However, the information obtained is rich in implications, and some short-cuts are available. See, for example, a publication by Diederich.[4]

Using Evaluation in Instruction

The reader may have felt that the foregoing discussion of measurement applied largely to evaluating student learning following instruction (summative evaluation). However, the same general principles of measurement apply to the area of formative evaluation, or that evaluation which occurs at several points within the learning process. In both types of evaluation, but especially in formative evaluation, a diagnosis of the assessment should be used to guide the student's learning process.

Diagnosis of difficulties, of course, implies more than simply identifying areas of weakness. Probable causes of weaknesses also need to be found, and teachers should learn as much as they can about their students. In particular they should be interested in knowing **how** students learn, what is motivating to them, what problems they have, and how are they performing in areas other than social studies. Formative evaluation implies that teachers know something of the learning process itself, particularly in relation to their subject matter. In social studies, concept formation and critical thinking skills are crucial. Teachers must have a grasp of the sequence of the learning task as well as the need to specify objectives in some systematic fashion (see concepts listing by developmental level, elsewhere in this guide).

Formative evaluation can be carried out in such a way that materials and strategies are specifically keyed to sections of a test or other assessment procedure. The structural diagram presented earlier in this section not only can be keyed to specific test items but to instructional materials as well. When students are evaluated they can easily be referred to appropriate materials for remedial instruction if this type of keying has been done. This type of diagnosis-feedback-instruction cycle is the basis of individualizing instruction.

As was pointed out earlier in the discussion on improving test instruments, an analysis of test items and class performance is a useful class diagnostic technique. A simple computation of the percent of students achieving certain items or tasks can quickly reveal gaps in achievement for small groups of students or for a class. If these gaps are consistently appearing from year to year, teachers in a school or district should analyze their curriculum and recommend changes that will better meet the needs of the students.

The class analysis chart presented below is an example of such a diagnostic tool. Since the original table of specifications dealt with the ethnic groups unit and called for approximately 35 percent of items to deal with historical facts and definitions, 30 percent with stereotyping (and its effects) and 35 percent with contribution of ethnic groups, a test of 20 items was constructed. Analysis of class performance (see Table 3) revealed that a small group of students experienced difficulty with some of the more factual items, but a large group failed to

[4]Diederich, P. B. SHORT-CUT STATISTICS FOR TEACHER-MADE TESTS. (3rd ed.) Princeton, N.J.: Educational Testing Service, 1973.

achieve many of the items dealing with contributions of ethnic groups. If the teacher has a structural diagram, a further breakdown is possible to determine if the difficulties are with definitions, generalizations, interpretations, etc. From the class analysis chart there seems to be a need for the class in general to further review the contributions of ethnic groups and for the teacher to make some instructional changes in this area. Some students will need further work in the other areas as well.

Meaningful instructional decisions in social studies (or any other content area) require the evaluation of learning. If the quality of student learning is to improve, evaluation is essential, for it is the means of determining quality. Learning must be observed as it is taking place in order to make needed changes in instruction for individual students. If the feedback-teaching-learning cycle is altered as student needs are determined, then both the immediate and the ultimate quality of learning will improve.

Table 3

Example of a class analysis chart

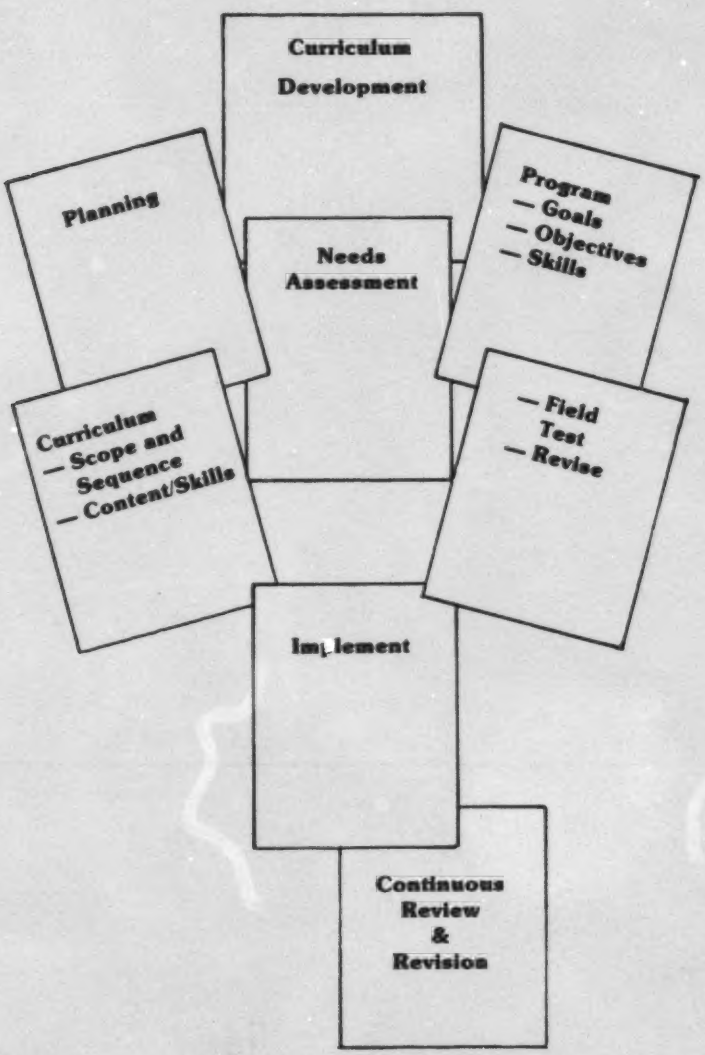
		STEREOTYPING					CONTRIBUTIONS OF ETHNIC GROUPS								DEFINITIONS, HISTORICAL DEVELOPMENTS, GENERAL CHARACTERISTICS						
STUDENT	Item No.	1	5	6	10	17	2	3	7	8	13	14	18	20	4	9	11	12	15	16	19
Sallie B.		1	1	1	1	1	1	1	1	1		1	1		1	1	1	1	1	1	1
Joe B.		1	1				1	1								1	1		1	1	
Sherry C.		1	1	1			1		1						1	1	1		1	1	
Mike C.			1	1	1	1	1	1			1	1		1				1			1
Joe. D.		1		1											1						
Karen D.		1	1		1	1	1	1	1	1	1	1		1	1	1		1	1	1	1
Carole F.		1	1	1	1	1	1		1		1				1	1	1	1	1	1	1
Kevin G.				1																	
Chris G.		1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
Allen H.		1	1		1	1	1	1							1	1	1			1	
Karen K.		1	1	1	1	1	1	1	1	1	1	1	1		1	1	1	1	1	1	1
Ed. J.				1			1														
Tommy K.			1	1	1			1							1	1	1		1	1	1
Felicia L.		1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1	1
Steve M.		1	1	1	1	1	1	1	1	1	1	1		1	1	1		1		1	1
Bryan N.		1	1	1	1	1	1	1	1		1	1	1	1	1	1	1	1	1	1	1
Pat P.		1														1	1				
Cory S.		1	1	1	1		1	1	1	1	1		1	1	1	1	1	1	1	1	1
Alva S.		1		1	1	1	1								1	1		1	1	1	1
Bob W.		1		1			1										1		1	1	
		16	14	16	13	10	16	12	9	7	9	8	6	8	14	15	13	11	13	15	12
		80%	70%	80%	65%	50%	80%	60%	45%	35%	45%	40%	30%	40%	70%	75%	65%	55%	65%	75%	60%
		Average % correct = 69%					Average % correct = 47%								Average % correct = 66%						

Planning for Elementary Curriculum Development

Curriculum development may range from a classroom lesson plan to planning a system wide social studies program. The essential elements for planning are basically the same. This may involve designing a new unit of concept lessons and activities for an existing course; developing a new course offering which fulfills state or local requirements; planning the social studies program for a new school; or revising some portion of the extant social studies curriculum. The following steps can be applied for each of these situations.

- Assess the needs of the students and their immediate environment. What should be done and what alternatives and resources are available to accomplish it?
- Decide on a plan of action and assign responsibilities. How will the plan be implemented, and who can contribute what resources toward that end?
- Design and implement a curriculum package that will address the needs of the students, fulfill requirements, improve the teaching environment and provide for on-going evaluation and revision. Does the package provide what was needed and wanted? How can that be determined?
- Compile a record of what was accomplished. How can the developed curriculum be continuously updated, improved and revised without having to start from scratch every five or 10 years?

The following procedure is suggested for continued progress with development and reorganization.



Needs Assessment

To determine the needs of the students, assess their capabilities, deficiencies and interests. Compile a list of goals of the community, trends in social studies education and objectives for the curriculum. Review the existing program objectively and realistically. *A Checklist for Evaluating a Social Studies Program* is included in the appendix.

Major emphasis of the social studies curriculum is on the concepts, generalizations and methodology of the social science disciplines. Some of the current trends include the following.

- An emphasis on establishing a conceptual framework for total social studies program and for each year's work in social studies.
- Conscious planning for development of concepts and skills throughout the entire program.
- Breaking away from the traditional dominance of history, civics and geography in the curriculum to bring in pertinent materials from other social sciences.
- An emphasis on experimentation and using interdisciplinary approaches to create an integrated program.
- Experimentation with new patterns of grade placement of content.
- An emphasis on the research methods of the social sciences.
- A conscious effort to help students develop a global frame of reference through their social studies work.
- Multimedia approaches in the selection and use of learning materials.

Consideration of Alternatives

Review stated goals and objectives or decide on the extent of revision. The following alternatives are suggested.

- Keep the same sequence of courses but update those considered weak, irrelevant or outdated.
- Shift courses around to achieve better continuity or eliminate repetition.
- Eliminate courses, add new ones or restructure existing ones.
- Institute a complete revision.

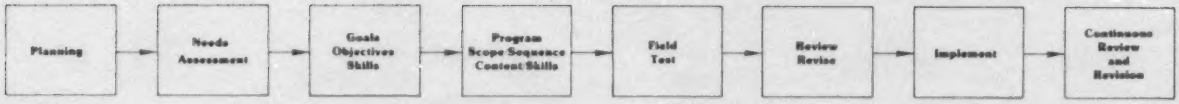
Regardless of the extent of curriculum development or revision, many questions should be explored by local curriculum planners and teachers. The following questions address some of the issues of making changes.

- Can a comprehensive, cumulative and coherent program for the entire range of grades K-8 be planned?
- How can all the social science disciplines in the overall social studies program be used?
- How can the curriculum be organized around concepts, generalizations or themes?
- What emphasis should be placed on values, attitudes, skills, knowledge and social participation?
- To what extent should different instructional strategies that assist student learning and application be identified?
- What role can resources play in curriculum changes?
- How can the findings of recent research on cognitive learning and the affective domain be used?
- How can individual differences of pupils and teachers be provided for?
- How is student progress assessed in the areas of knowledge, skills, values, attitudes and participation?

Gather the relevant resources from the community, the staff and students, textbook companies and reference materials. Consider the following points.

- All social studies teachers should be kept informed and have opportunities to participate at each step, since this will give them a vested interest in the end product and help assure their cooperation.
- Use outside consultants in social studies education if this is practical.
- Arrange visits to other districts which have worked on program development or revision to learn their experiences firsthand.
- Staff competencies in curriculum development and revision may be upgraded through workshops, seminars or professional organizations.

Curriculum Development



Curriculum Design

Curriculum development involves many stages. Systematic and continuous planning is essential for effective implementation of instruction. The following stages are offered to instructional planners for consideration.

Stage I. Before considering what will be taught, it is necessary to consider who will be taught. Who are the students and what is their environment? Knowledge about developmental psychology and information about learning and teaching effectiveness are important for teachers to have. The society's general concerns, local community needs and available resources have implications for instruction. The curriculum developer or instructional planner should consider these factors when identifying goals and objectives for students.

Stage II. Under the framework of broad community goals and general curricular objectives, another question should be asked. Which curricular approach or combination of approaches will be followed? The units of instruction should be based on the selected approaches. Unit titles are suggested under these approaches on the chart of **curriculum approaches** on pages 49-51. General concept and process objectives should be selected which are appropriate for the particular units of study being developed. These may be chosen from the chart of **concept objectives** on pages 19-24, and the chart of **skill objectives** on pages 28-31.

Stage III. The general objectives should be more specifically defined and stated as performance objectives. Performance objectives specify in more concrete and observable terms exactly what the student will be able to do following instruction. A further step is to state the indicators which will identify the tasks to be performed by the students to show that the objectives have been accomplished.

Stage IV. What materials and instructional strategies are available to the teacher, the school, the community and the student which could be used in unit lessons? To match instruction to the particular skill levels, needs and interests, student abilities should be assessed and diagnosed.

Once their abilities have been determined, developmentally appropriate instructional procedures for the classroom can be implemented. A variety of procedures (grouping, team-teaching, independent study, etc.) should be used. Teaching methods should be varied to meet the needs of the students. Teaching strategies and approaches are described on pages 33-35.

Stage V. Formative and summative methods of evaluation should be an integral part of the unit. Particular measures of evaluation should clearly relate to unit and performance objectives. Feedback to and from students will aid in instructional planning and curriculum revision. A detailed discussion of evaluation can be found on pages 37-43.

The sample instructional units beginning on page 65 have been developed using the framework of general objectives, curricular approaches and teaching strategies suggested in this guide. They are included to illustrate how the components in this guide can be combined to formulate instructional plans.

Revision and Improvement

Curriculum revision involves translating cognitive and affective objectives into desired student behavior and organizing this into a curriculum pattern. A precise statement of objectives relating daily activities to expected behavior will permit evaluation of the success of the instructional program.

The following may be considered for constructing an organizational framework.

- A committee should be established headed by a coordinating or planning committee with representatives from the administration and instructional staff. This group will direct the revision process and its members might serve as chairmen of subcommittees charged with specific assignments toward implementing the total revision effort.
- The work of subcommittees should be copied and distributed after review and approval by the coordinating committee.
- The entire staff should be involved in periodic meetings for reaction and evaluation of these progress reports.
- As the working groups identify areas in which advice is needed, consultants from colleges or the Georgia Department of Education should be used.
- Experimental units can be developed in summer workshops for pilot testing and revision. The objectives, content and learning experiences of each unit should support overall program objectives.
- There should be continuous evaluation starting with the teachers who are using the developed materials. This should lead to further revision and future evaluation.

Curriculum Approaches

Social studies in elementary schools is designed to assist the child in becoming an active, informed citizen within society and the world community. The knowledge and attitudes which students acquire about themselves and others are formed in these years of growth. At the middle school level there is a continuing emphasis on the growth of the child as an individual, but in social studies a major portion of study is devoted to the development of knowledge and attitudes of students to people of different cultures who may hold different values.

Three patterns or general curricular approaches can be identified with typical topics for each grade level. A pattern is a general approach to the selection of content from the knowledge of social studies. A *traditional approach* to social studies would draw heavily from geography and history and would contain concepts of an expanding-environment theme. The *interdisciplinary approach* draws on data from all of the social sciences. More global examples are introduced throughout the grade level than are found in the traditional pattern. In a *behavioral approach*, data are generally drawn from the behavioral sciences of anthropology, sociology and psychology.

While the suggested unit titles in the three approaches to curricular content may appear to be very similar, actual instruction will differ because of different content emphasis. The list of suggested topics on the following page is intended to be illustrative, not comprehensive. Curriculum committees may use a range of criteria to decide which basic approach or combination of approaches to take. Perhaps certain data will be stressed at certain grade levels because of the interests of students at those ages. There is, of course, no right approach for all schools or for all students.

Three Approaches to Social Studies Content

Traditional	Interdisciplinary	Behavioral
A traditional pattern draws heavily on the concepts and generalizations of history and cultural geography.	An interdisciplinary pattern draws heavily on the concepts and generalizations of all the social science disciplines.	The behavioral pattern draws heavily on the concepts and generalizations of the behavioral sciences.
Suggested Topics	**Suggested Topics**	**Suggested Topics**
Kindergarten - People and homes - Families - Work and play - Who am I? - Holidays - Children around the world	Kindergarten - Learning about myself - The home and family - Our school - Families in other lands	Kindergarten - Learning about people - People and their needs - People are similar and different - How I Learn: the senses - Feelings and emotions - Foods we eat and where they come from - Things I can do and can't do - Learning about the world: people, places, sessions, animals
Level 1 - Children and families - Families around the world - Community helpers - Wants and needs - Living by rules - Transportation and communication - Earth the home of people - Our country	Level 1 - Who am I? - Children and families - The family at work - Families around the world - Community workers - Why do we have rules?	Level 1 - Groups: What are they? I belong to groups; How do groups work? - Family groups: What is a family? How are families around the world similar? Different? - School groups: Why have schools? How are schools around the world similar? Different? - Work groups: Jobs people do; why and how people work together - Interdependence: people I depend on; people who depend on me. - The things people value

Level 2 - Families living in neighborhoods - Kinds of communities - Community needs - World of Work - Communities change - People's physical needs	**Level 2** - What is a neighborhood? - People shop the neighborhood - Learning about communities - What is the world of work? (community workers) - Communities change - Governing the community - Man's values (art, music, writing) - Communication and transportation	**Level 2** - Communities around the world - How communities develop and change - How communities govern themselves - Communication and transportation - How people in communities divide up work - Interdependence/Exchange/ Markets (what people need and how they get it) - What is Earth? - People express their values
Level 3 - How a city meets its needs - Cities change - People who built our cities - Governing the cities - People live on the earth - The world is our neighborhood	**Level 3** - What is a city? - Problems of the cities - Comparative study of our community and other communities - How are communities governed? - Communication and transportation - People's values (art, music, writing) - An earth of many different places (geographic patterns) - Using and conserving natural resources	**Level 3** - The World: different natural resources, climatic and weather patterns. - Wants and needs of individuals and communities - How people use and conserve natural resources - How people adapt to their environments - How people govern themselves - The Importance of Values
Level 4 - People Live in regions - Geographical regions - People and their resources - A community of people and nations - Manufacturing regions - Mineral regions	**Level 4** - A world of different regions - How do people adapt to their environment - My role in the changing environment - Early Georgia - Georgia today - Exploring Our Community	**Level 4** - Institutions developed to meet the changing needs of different times (historical and contemporary case studies of selected societies.) - Economic institutions help people deal with scarcity - Political systems emerge in all societies - Societies change over time - Local history and government - Georgia, past and present - Values of society
Level 5 - The United States - Regions of U.S. - Our Canadian neighbors - Our changing nation - Living in a democracy	**Level 5** - United States Geography - Our country's beginning - Our nation has growing pains - A nation rich in cultures - Investigating industrialism and urbanism - How our government works - Government and a changing nation - American values - Our people express themselves - The United States and the world - Contributions of ethnic groups to our country - The South - The Northeast - The West - The Westward Movement	**Level 5** - Native American cultures—then and today - The early history of our country - How our government works and why it works that way (democratic values) - A nation rich in cultures - How people express themselves: American art forms - Technology/communication/ transportation/urbanism/inventions - The United States and Canada

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Level 6 - People of the Ancient World - Exploring the Old World - Regions of the world - Eastern Hemisphere - Medieval and modern societies	Level 6 - The Meaning of culture - Ancient civilization - Medieval civilization - The Agricultural Revolution - The Urban and Industrial Revolution - The Humanizing Revolution - Investigating values of other cultures - Contributions from other cultures - Economics and use of resources - People and their political systems - What are our concerns of the world today	Level 6 - The meaning of culture — then and now, there and here (focus on selected areas of the world - Ancient and medieval ways of life - Revolutions: agricultural, industrial, urban, humanizing - Investigating values and contributions of other cultures and our own. - People and their government - Economics and the use of resources
Level 7 - Social scientists at work - People change the Earth - A look at Latin America - The ways of people in Africa - Investigating technology - Develop social studies skills	Level 7 - Environmental studies, who am I? (self-awareness, personality development) - Personal economics - Investigating values - The individual and the law - Introduction of the social sciences - Outlook for tomorrow	Level 7 - The meaning of Culture—Then and Now, There and Here (Focus on selected cultural areas of the World) - Introduction to the Social Sciences (tools and concepts) - Who Am I? (Self Awareness, Personality Development) - Environmental Studies - Economic Decision Making
Level 8 - The history of Georgia - The geography of Georgia - State and local government - Modern Georgia - Georgia in a changing society - Technological advancements in Georgia - Agri-business in Georgia - Urban development	Level 8 - The cultural environment of Georgia - The social environment of Georgia - Urbanization and industrialization of Georgia - Our geographic environment - Our historical environment - Our state and local government as a system - The interrelationships of federal, state and local government	Level 8 - The cultural and social environments of Georgia - The historical and geographic environments of Georgia - Our state and local systems of government (including the court system) - Interrelationships of federal, state and local governments - Present-day Georgia - Modern social problems in Georgia - Economic development in Georgia

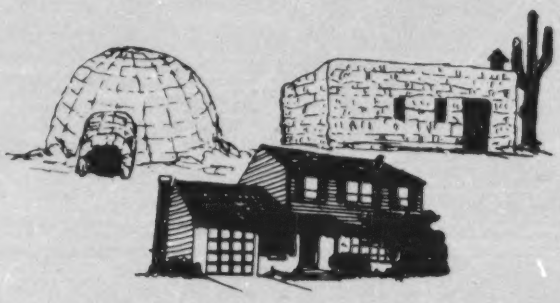
- Develop and extend social studies skills in every approach at every grade level.
- Develop career awareness in every approach.
- Develop economic decision-making and political decision-making in every approach.

Sample Activities — K-4

The activities in this section can be used in the classroom and serve as a springboard for ideas. The elementary teacher should be a master at adapting and adopting suggested activities and teaching strategies to fit the needs of individual students. The following activities are written as recipes for the teacher to embellish other creative ingredients. They are keyed generally to the chart of "Suggested Topics for Development" for grade levels kindergarten through four (see page 49-50). These samples have also been matched to several of the general concept objectives and general skill objectives (see pages 19-31). Teachers are also encouraged to design their own activities, to refer to teachers' guides included in textbook series and to use the books listed in the bibliography in this guide.*

These activities are designed to be used as ideas by committees who are developing curriculum for K-4 levels. They can serve as ideas for those systems which choose to develop a single guide for social studies or for those systems which are developing a guide using an integrated approach based on the Georgia Department of Education model, *Personalizing Education for the Children of Georgia: K-4 Guide.*

*The objectives are keyed to the General Concept Objectives (letter and number, D 5) and Skills (Roman numeral and letter, II A).



1. Level K-4
Objectives D 7, 9, 10 IV C, A, B

Accumulate game boxes of puzzles of regions of the world. (Perhaps the high school shop teacher is looking for a jig saw project.) Trace a geographic region onto thin plywood or heavy cardboard and cut out the important subdivisions of that region, for example, countries of South America, oceans and continents of the world, states of the U.S. or climatic zones. Glue the original map onto the completed puzzle and cut out the sections with a razor blade. Each puzzle may also be printed with the appropriate data and details.

2. Level Kindergarten
Objectives C 3 I D; III B

Play the role of a radio or television news reporter. With microphone in hand, ask the children for their names, their parents' names, their addresses, their phone numbers, their ages and the names of adults they know at school. The interview could be expanded by asking their opinions on topics discussed in class.

3. Level Kindergarten
Objectives D 2, 7 I A; IV A

Studying the seasons can be facilitated by using pictures of people dressed in different clothing. Many magazines feature seasonal sports. Mail-order catalogs change styles for the seasons. Many magazines also carry advertisements highlighting seasons or holidays. If the children know their colors, it would be interesting to see which colors they match with which seasons and why.

4. Level Kindergarten
Objectives D 9 IV C; III A, B

The expanding horizons concept can be introduced by asking the children, "Where am I?" Start with a dot on the chalkboard and say, "This is Joe at his desk." Continue to draw concentric circles (or squares) on the board as the student answers expand beyond the desk to the room, floor or wing, school, grounds, street, neighborhood, town or post office, county, state, region, nation, continent, hemispheres, earth, solar system, galaxy, universe. Record the responses, ask them to name those places and fill in the names in the corresponding concentric circles. Transfer the information onto a poster. Display the poster next to actual maps of the areas the students named or save it as a pretest to be used later to measure their increasing knowledge.

5. Level K-1
Objectives A 1 I A, C

Have children bring family photos from home including photos of their parents as children. Compare yourself to older members of the family. Point out differences in appearances which accompany age. If available have children bring old photos of the parents as youngsters.

6. Level K-1
Objectives B 1 II A, C, E; I A; III C

Display pictures of people of different physical characteristics, age, nationality, dress, race, occupation, recreation and sports interest, etc. to introduce the concept of cultural diversity. Use the following questions to stimulate discussion.

Why can't we all be alike? How are we really different?
What are some differences between members of the class?
What are some similarities among members of the class?
What does it mean to say, "We are all members of the human race," or "We are all citizens of one world and inhabitants of the same earth"?

7. Level K-4
Objectives C 11; D 11; E 5, 6, 7, II B, D; III A

Dealing with scarcity (limited resources and unlimited wants) is a basic economic problem. Resource allocation involves a difficult decision-making process.

Have a table large enough to seat 11 students. Announce a special drawing assignment. Put out five sets of five colored pencils and call five students to the table. Begin to make the assignment, then changing your mind add two more students to help out. Ask the first five to share. Record what happens or assign secret observers in the class to watch what happens.

Add another two students and record again what happens. As they are working on the special assignment, give a reason for adding two more students to the table. Again ask the students to share and record what happens.

Depending upon the group interactions, give

them some time to work on or finish the special drawing assignment. Debrief the students. Find out how the table group felt as they were asked to share more and more of their resources (pencils). Ask the rest of the class or the observers to explain what they thought happened.

8. Level 1
Objectives B 1, 8, 13 I A, D; III B, C

Although the family is the basic unit in society, sizes and patterns of family composition vary. Have students draw pictures of their families and ask some of them to tell about individual members. Discuss how families can change through birth, marriage, divorce, death. Collect and display pictures of family groups around the world. Compare and contrast them with the experiences of those in the class.

9. Level 1
Objectives B 5 II A, B, D

Using the following list of people, ask the students to tell what each person does for other people that they could not do for themselves.

mail deliverer
police officer
newspaper deliverer
grocery store manager
teacher
mother
baseball player
actress
barber
lawyer

Ask the students to think of three people upon whom they depend, and then describe the changes which would occur in their lives if these people were not present. Ask the students to name some services they now perform for others or ones they want to provide in the future.

10. Level 1
Objectives D 10 IV A, F

Introducing the concept of a globe as a model of the earth, teach students to distinguish between the two-dimensional circle and the three-dimensional sphere. Show the students a variety of spheres (balls, oranges, marbles, a primary globe showing land and water in different colors). Ask them for a quality of a sphere (roundness). Show them a variety of basically two-dimensional circles (circle of paper, paper plate, coins, picture of a globe). Ask them for qualities of these circles (round, flat).

The globe is a sphere, and a picture of a globe is flat. The globe is the most accurate map of the earth, but a flat map can show part or all of the earth's surface. Ask students for their ideas about why we have flat maps. The globe is a model of the earth. A model is a representation of a real object. Have students brainstorm examples of models (cars, dolls, toy animals) and list or draw some of the models they suggest on the board. Use a picture of earth from space to reinforce concepts of globe, map, model.

11. Level 1-4
Objectives C 2, 3; E 10 II B, D; III A, C

With the whole class or in small groups ask students to think about and then discuss one or two classroom rules (or school or home) that they would like to see abolished. Record their answers. Choose one they mentioned most often. Listen to their reasons.

Ask why they want to do away with that rule. Ask why it was made in the first place. Discuss the consequences of doing away with it and alternative solutions to any new problems. How do they show they do not need the rule? How do they prove they can do without it? What rights must be respected? What responsibilities must be taken on? Why do people need rules? Why is order in groups important?

12. Level 2
Objectives D 10 I A, IV F

The concept of scale is important when working with maps. A full-scale picture of a student is life-size. Display a series of progressively smaller pictures of the same person to show different scales. The same principle can be shown by using a series of maps of the U.S. of varying sizes. These maps show the same area but they are not on the same scale. Discuss the reasons for having maps of different sizes.

13. Level 2
Objectives B 20, 21; C 11 II A, D, E; III A

Discrimination and stereotyping can take many forms other than racial or religious. Divide the class in two groups by sex, hair color, color of eyes, those who say they would eat spinach, etc. Cite a "research study" which reports evidence that one group tries harder in school than the other. List a number of "findings" to support a decision to withdraw privileges from

one group. Make that group wear arm bands all day, and give them more difficult or longer assignments.

The next day announce a mix-up of the research reports, that the results of the study were actually reversed, (A typed report with statistics, etc. might help convince the skeptics.) Go through the same tactics as day one or as group interactions suggest.

At the end of the second day or at the beginning of the third day, debrief the students, discuss the problems of discrimination, and allow them plenty of time to express their experiences, feelings and suggestions for solving such a problem. (See the film, **Eye of the Storm**.)

14. Level 2

Objectives E 4, 5, 9, 10 I A, C, F; II A, D

Have the students study how people define community in an economic sense. Explore the concept of bartering. Do a historical study of business centers by having students ask older family members how and where they bought things they needed (house furnishings, food, clothing, transportation, etc.) and compare that data with the organization of business centers today in cities, towns, along major roads, shopping centers and modern enclosed malls. Project what the business center of the future will include. What item of currency or method of exchange will be added to the list of trading goods for goods, money, checks and credit cards?

15. Level 2

Objectives B 4, 14; E 1, 4 III C; IV D

Although children's ideas about communities may not be completely accurate, teachers can help them define community. Ask for their definitions or elements of a community. Tape record or list their answers on the chalkboard. Use a series of transparency overlays to determine which of the elements (people) is most important. Show an outline map on the first transparency with natural physical features (water, mountains, etc.) and ask if it is a community yet? Add an overlay with man-made or cultural features (buildings, roads, etc.) and ask if it is a community yet? Add figures of people on the next overlay and ask if it is a community yet?

16. Level 2-3

Objectives D IV A, C, D, E, F

Important in the development of map and globe skills are the concepts of scale, legend, symbols and comparative distances and sizes. Explain that a full-scale poster of a student would be the same as his actual size. Ask them about the size one-half and one-fourth scale posters. The students can probably name examples of full-scale dolls, stuffed animals and smaller scale toy cars, trains and photographs. Ask them what size a full-scale map of the classroom would be. Point out that scale of a map of the room would have to be much smaller for them to be able to use it, at least the size of their notebook paper. Suppose they are flying in a helicopter over the school, and the roof were taken off the classroom. What would a map of the classroom look like? Have them draw a map on their paper.

Perhaps some students would like to work on a three-dimensional map of the classroom, the school grounds, a neighborhood or a larger town. Using poster board on a work table, streets could be marked in with crayons, large buildings and houses could be represented with decorated milk cartons or cardboard boxes and cars, trucks and people represented by toys and dolls. As the class studies units on the grocery store, farms, etc., the teacher could provide opportunities for them to study and make maps using pictures as symbols for objects.

17. Level 2-3

Objectives C 3, 4 I A, D; II B, C, E; III B, C

Have students observe the behavior of adults in a public place, such as library, restaurant, church, store, bus or concession stand. Ask them to describe some observations and re-enact a few situations in class. Have them report examples of behavior which show that the adults are observing certain social regulations. Analyze the social norms reported by the students and determine the basic values which the norms reflect.

18. Level 2-3

Objectives A 4; E 12 ID, E; II A, B, C, D

Have students interview parents and neighbors to find out why people live in that community. Help them plan the questionnaire, list possible reasons such as schools, stores, climate, transportation, work, friends, etc., and administer the questionnaire to one or more adults at home. Tabulate results on a chart.

Help students practice the skills of comparing, inferring, and generalizing. Discuss questions such as the following.

How many people were interviewed? (class total)
Which reason was given most often?
Which reason was given least often?
What were the most unusual answers?
How does the actual response list compare with the class list of possible responses?

19. Level 2-4

Objectives C 10 ID, F; III B, C

Have students each choose three influential, powerful, successful, or famous people from any time period or from anywhere in the world (or restrict the categories to fit a special lesson objective) that they would like to invite over for dinner and an evening of conversation.

Who would they be?
Why does each guest impress you?
What would you like to learn from them?

This could lead into case studies of leadership qualities; biographical study of an era, an industry, a country, etc.; learning how to ask quality questions; checking information from a variety of sources; a values clarification of what students consider important; study of the influence of media on personal opinions; career opportunities, etc.

20. Level 2-4

Objectives A 1, 7; B 5, 15; E 7, 11
I A; II C, E; III A, B, C

An investigation of a culture should include ways we act together, things we make and use, ways we earn a living, religions, languages and ways we see beauty.

Assign a small group of students to each category. Ask them what they would put into a time capsule. Observe the group process and list the group's answers. Determine if they came to a group consensus or why they had disagreement. Discuss generalizations about the American culture represented in the time capsule. Is there an average American, an American culture or a multifaceted, pluralistic American society? Can they agree on a definition of culture?

21. Level 3

Objectives D 9 IV A, B, C

Earth is a planet in space. From space the earth looks like a big blue marble with white streaks. No lines show up that have been drawn on maps to represent states, nations and the equator. Oceans and continents can be distinguished from each other, and the North and South Poles can be located. Mapmakers have had to devise a system for locating any place on earth.

Using a ping pong ball or similar sphere have one student make a mark on it. Then have another student try to describe where the mark is located on the ping pong ball. This is difficult to do without some basis for orientation. Even with several marks on the ball, locations are only relative to each other. Use a primary globe to show how the grid system of longitudes and latitudes are used to locate places south of the North Pole, north of the South Pole, north and south of the Equator and the Tropics of Capricorn and Cancer, east and west of the Prime Meridian and the International Dateline.

22. Level 3

Objectives D 10 I C; II A; III A

The concept of growth can be related to population changes over time. It can also be interrelated to concepts such as industrial expansion, demand for government services and natural resources, demand for schools, etc. Mark off an area with masking tape on the classroom floor which represents a county or state. A number of students is assigned to represent the population of the area at various census periods and is asked to stand within the marked off area. Record comments concerning the increased crowding for further discussion.

23. Level 3

Objectives D 1, 5, 11 I A; IV C, D, E

Use a large wall map of the world to locate where the products we use are made or grown. Much of the food we eat comes from different regions of the country or from other countries. Place a sheet of plastic over the wall map. Ask students to bring in labels or to make labels representing things we use. Attach these labels to the plastic with rubber cement at their correct location on the map. Make a list of products and places.

cars from Detroit, Japan
cameras from Japan
clothing from Taiwan
canned beef from Argentina
coffee from Brazil
oranges from Florida
cranberries from New England
chickens from Georgia
tobacco from North Carolina
diamonds from South Africa
oil from Alaska, Middle East
toys from Hong Kong

24. Level 3

Objectives D 2, 7 I A, B; II A, B, C; IV A, C, E

Use pictures of houses made of different materials and from various natural environments such as log cabin, glass dome, igloo, teepee, mud and thatch hut, mobile home, wood house on stilts, stone-sided house, two-story brick house, house with enclosed carports, house with overhanging roof, shuttered windows, etc. What building materials were used to make each house? Why do houses in different parts of the world look different? Where would each of these houses be found?

25. Level 3-4

Objectives B 5, 8, 9, 11, 21 II A, E; III A, B, C

Have each student write on a piece of paper in bold letters (or draw a picture of the item) the name of an item he or she would like to exchange. Remind them that only items will be exchanged; no money is involved. Have each student in turn tell the rest of the class the name of the item. Then have the students try to find someone in the room with an item of equal value who is willing to exchange. Everyone must try to exchange items at least once. Call time according to how the activity progresses and check to see if items exchanged were of similar value, if each student is satisfied with the trade, if anyone had difficulty trading at higher or lower values. Review the difficulties of the barter system, and the importance of money as a medium of exchange. Ask them to predict what will take the place of money as we know it. Introduce the concepts of supply and demand and scarcity of resources.

26. Level 4

Objectives B 2 II C, D; III A, B

Each student lists five things he or she could not exist without for a week. The teacher makes a composite class list on the chalkboard or on butcher paper. The class ranks their needs from most to least vital or the teacher asks the class to group the items into categories and to give each category a name.

soda	
hamburgers	*food*
ice cream	
electricity	
house	*shelter*
my bed	
my dog	
mother	*love*
friends	

Repeat the exercise asking the students to imagine themselves members of any other culture which they have studied. They should try to list what they think children of the other culture would list. Compare the items and categories or rankings with those listed for the students.

27. Level 4

Objectives D 7 I A; IV C, D, E

Prepare a bulletin board which helps students associate pictures with places. Encircle a map of the state, nation or world with a variety of scenes. These pictures may be snapshots, post cards, or cut from an old travel atlas or a discarded textbook. One circle of pictures could feature tourist spots, another the physical landscape or a contrast between man-made and natural environments. The pictures could be labeled and connected to their respective locations by yarn or string. Later the strings and labels could be removed to see what the students have learned. The pictures could have numbers corresponding to an answer key placed on the other end of the bulletin board. A good project would be for the student to prepare a similar display for younger students by making a map of the school or community and by taking their own pictures.

28. Level 4

Objectives A 4 I A, B, E

This activity is related to the activity on growth number 22. Guide students in developing a chart of the data they represented in the marked off area of the floor. The chart could include a title, titles for the date and population columns, a column of census years and a column for corresponding population figures. The figures could be expressed in such a way that the students in the square represent thousands or millions of people. For example, if 10 students represented the population of 10,000 in 1910, then the chart would show a 10 corresponding to the 1910 census column. Examples of similar charts found in newpapers and magazines can be used to reinforce learning about charts. They could compare and contrast various types of charts and their information.

29. Level 4

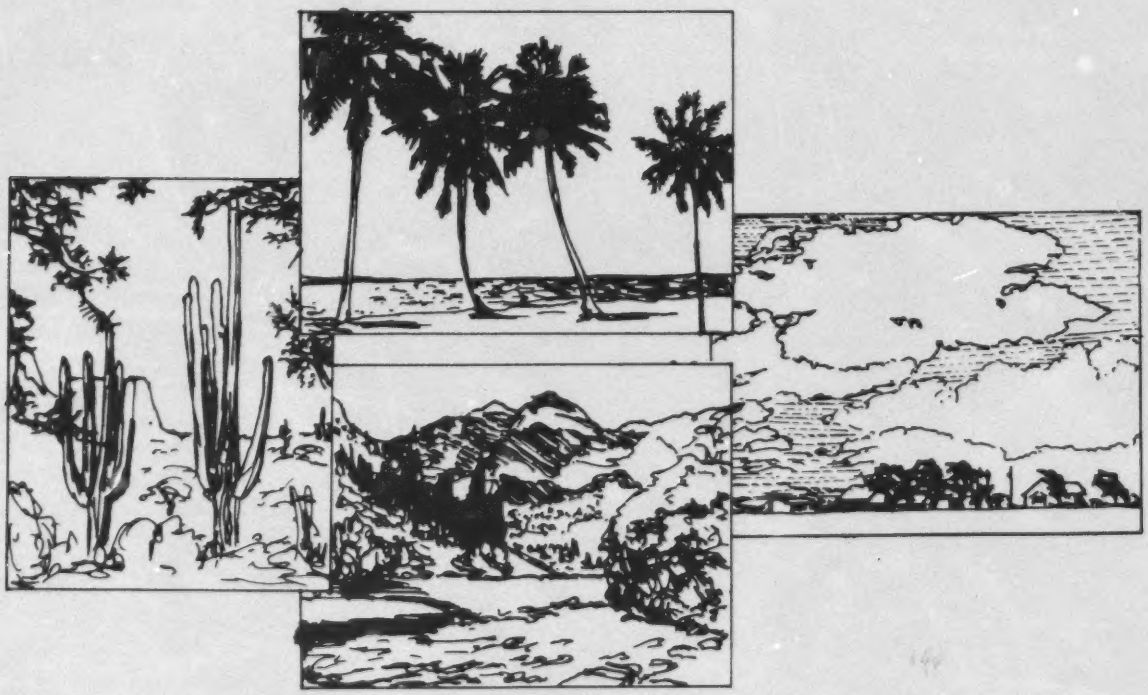
Objectives D 10; A 4, 5 I A, B, E

This activity is also related to the activity on growth, number 22. Guide students in constructing a graph of the data which they represented when they were standing in the marked off square. The graph would include a horizontal line with the census years marked off at regular intervals and a vertical line with population figures marked at equal intervals. Instruct students to give the graph an appropriate title, to plot the census data onto the graph and to project trends for several decades. Graphs from newspapers and magazines could be used to reinforce the information graphed and as a guide in analyzing and evaluating the manner in which the data was presented.

30. Level 4

Objectives B 6, 13, 20; C 10 I D; III A, B, C

Assign students in pairs to be sighted leaders and blind followers. The sighted student takes on the responsibility to lead a blindfolded follower around some designated area such as the school yard. The students are asked to tell, draw or write how they felt and what they learned. The roles are then reversed with the same or different partner. The reactions may vary if the designated route were varied. The concepts of leader, follower, trust, handicap, sounds, senses, textures, shade and sunlight temperatures, contour of the land and many others could be topics of class discussion.



A Rationale for the Middle Grades*

In recent years the middle school concept in education has rapidly achieved acceptance across the country. This acceptance stems from renewed interest in students during the period of gradual transition from childhood to adolescence, which usually occurs between the ages of 10 and 14.

The period of change to early adolescence produces a generally common set of social and emotional reactions which are different from those of early elementary or high school years. During this time when students are trying to determine their identity, a secure place in which to learn is a necessity. Emerging adolescents need schooling which brings them to a better understanding of themselves and their potential, makes school and life challenging and exciting, assists in further developing content, skills and attitudes, and stimulates the desire for continued learning.

Schools for the middle grades, therefore, should be institutions which fulfill the following purposes.

- Build on the need and interests of young people from 10 to 14 years old, so that the student, not just the program, is important and opportunities to succeed are insured for all students.
- Provide for personal development and self-actualization.
- Provide for general education, with emphasis on development of a sense of inquiry, curiosity, critical thinking and commitment to learning.
- Make learning more meaningful by stressing interrelationships of content through interdisciplinary team teaching and block scheduling.
- Place emphasis on continued development of fundamental learning skills.
- Include active student participation as a major portion of the program.
- Maintain basic respect for individual differences; provide for personalization of instruction; and help students assume increasing responsibility for their own learning and behavior.
- Provide opportunities for exploration and for a wide variety of intellectual, social, aesthetic and physical experiences.
- Include community relations as an integral part of the school program.
- Emphasize the guidance role of the teacher, with provision for the student to have continuity of contact with one advisor through the middle grade years.

*Much of the following is taken directly from "The Middle Grades in Georgia: A Position Paper," Division of Curriculum Services, Georgia Department of Education, Atlanta, Georgia, 1979.

The Middle Grade Student

Most educators agree that the prime reason for middle grade organization is based on the nature of the pupils it serves. Middle grade students, 10 through 14, are emerging adolescents by definition. A wide disparity of physical development characterizes this age group. Other characteristics are a wide range of intellectual, emotional and social differences. Changes in society are reflected in changes in the emerging adolescents today. They are physically more mature than their counterparts of former years. They are taller, healthier and have greater mobility. They grow in spurts, and there are marked differences between the sexes, girls generally maturing much faster than boys. These erratic growth patterns result in awkwardness, sporadic energy, fatigue and restlessness.

Hormonal changes often result in the inability of students to react to situations with poise. Moodiness and introspection often changes quickly to gaiety and spontaneity. Ambivalence between childhood actions and adult behaviors are quite common and can try the patience of most adults who work with this age group.

Emerging adolescents are increasingly concerned with acceptance and recognition from the peer group rather than from adults. They seek to be independent and mature, but they still need security and affection. They want to do things for themselves but sometimes fail to follow through on responsibilities.

Physical, social and emotional factors have marked influence on learning during the years 10 to 14. Middle grade students may be willing learners if they see it as being useful and relevant to their interest.

These factors — swiftly changing emotional, social and personal growth — are often confusing to middle grade youngsters and cause them to be constantly redefining themselves. Middle grade years are thus critical in the development of self-concept, an important contributor to personal and academic success.

The Community and the Middle Grades

Communities must provide for the needs of each age segment of its population. Because of its importance the transition from childhood to adolescence should receive special emphasis.

As urban and technical societies developed, a number of factors changed the community into which young people grow from childhood to adolescence.

- Mechanization has reduced the need for hard work or for human hands in production.
- More education is needed to enter increasing numbers of occupations.
- More and more occupations are service oriented.
- The age of final choice of life occupation has risen from 19 to 25.
- Society sees little need for the early adolescent to work or even to participate in community activities.

Our civilization recognizes the role of schools in the transition from childhood into adulthood. The trend has been for a longer initiation with schools having to assume more training and being the originator of more functions, often to the dismay of some young people. Students are staying in school longer because the schools have undertaken more specialized functions, such as educating all students regardless of intellectual or physical capacities or preparing students increasingly to enter technical schools. Furthermore, in the general subject area, certain content has been re-evaluated and steadily placed downward into the earlier years of schooling.

In the twentieth century, as the schools sought to become more efficient and more of an effective public institution, the high schools grew larger and more specialized and separated farther from the elementary schools in purpose. The functions of the high school changed to broaden general education and prevocational and vocational directions. Larger schools were constructed to provide more specialized and advanced courses and facilities. First choice of these courses was given to the older students. The younger students often were excluded from taking even introductory first year courses in the advanced and specialized courses. There are still few orientation courses in these subject areas in high schools.

The move to larger schools was necessary to have enough students to justify specialized courses and

facilities. However, this action limited the younger students in opportunities for leadership roles, as there were older students to fill all class and school leadership situations. In addition the large high schools did not offer opportunities for younger students to develop socially in supervised activities; only adolescent or youth activities were offered in the schools. Adolescent boys and girls, more often than in the past, experienced unsatisfying, unproductive and under developed early adolescent years. In the school curriculum, these students moved from the general education of the elementary school directly to the career academic, pre-vocational and vocational preparation of the comprehensive high school, where exploration was not usually provided. A serious need was seen for the adolescent to explore several fields during this transition period to make valid choices among the specializations. There was a definite need in today's society for a transition school, a middle school, for initiating students into an adolescent-adult society through exploratory experiences.

More and more, communities throughout Georgia and the nation are establishing schools for middle grades between the elementary schools and the high schools to do the following.

- Provide depth exploration of the subject fields through different required and elective topics.
- Provide for development in a socially and emotionally protected environment where mistakes would not be too traumatic.
- Provide carefully controlled physical development activities.
- Provide different styles of instruction and learning, such as completion of sequential skills growth, study in a broadening subject curriculum, small groups and individual research, and the beginning analysis of values.

Social Studies for the Middle Grades

The social studies curriculum for the middle grades is based upon the assumption that students should be educated to the fullest extent of their capabilities to help them function effectively in a democratic society. An effective citizen in a democracy is a thinking individual who has gained the depth of understanding, the loyalties to democratic ideals, the attitudes, and the skills which are needed to assume the responsibilities and rights of citizenship. The curriculum is based in part on the concepts and methodologies of history, geography, political science, economics, and the behavioral sciences. Social studies in the middle grades should do the following.

- Promote the growth of a strong and responsible self-concept to help students become self-actualizing, self-directing and seeking to learn.
- Develop specific competencies, skills and knowledge of the basic concepts of the social sciences and teach the rudiments of information gathering and analytic methods of social inquiry.
- Expand and enrich the students' knowledge of and appreciation of their heritage and the social, political, cultural and economic structures of other nations so that they can understand and more readily accept responsibilities in their own society and in the community of nations.
- Teach the more difficult skills only found in the social sciences as well as thinking skills essential to democratic citizenship and to effective decisionmaking.
- Develop the habit in students of staying informed on abstract issues which affect a humane society and of applying the principles and knowledge of social studies to contemporary affairs.
- Help students learn to participate in society and make changes modern conditions demand or creative imagination suggests which are consistent with basic principles and values of democracy.
- Enable students to identify and understand the basic principles and values that constitute a democratic society.

Sample Units for the Middle Grades

The following units are presented as examples for organizing curriculum. They were developed to illustrate how the components of a social studies program identified in this guide may be used to generate instructional plans for classroom implementation.

Two examples of formats are given in this section. The first one illustrates a format which goes across the page outlining elements of the curriculum design. The chart shows how all the elements are interrelated. The objectives and evaluation strategies are correlated with the *Essential Skills for Georgia Schools* and the Competency-based Education Program, including the Basic Skills Clusters.

The second example illustrates a format that goes down the page. Lesson plans within the units are expanded for classroom use. The activities are more fully explained with many resources shown for greater teacher utilization. More details are offered in the sequential development of the lesson plans for the sample units.

These ideas are only presented as examples for organizing curriculum and may be arranged in different patterns.

Suggested Curriculum Guide Format

Unit: Ethnic Groups in U.S.
Level 5

Content/ Concepts	Objectives	Skills	Suggested Activities	Suggested Resources	Evaluation	BSC	CBE
Lesson I What is an Ethnic Group? 1. ethnic group 2. cultural patterns	Performance objectives 1. Demonstrate an understanding of the concept of an ethnic group. 2. Demonstrate knowledge about the historical backgrounds of two ethnic groups within the U.S., Mexican Americans and Chinese Americans Indicators 1A. differentiate between ethnic groups and non-ethnic groups. 2B. give examples of ethnic groups and describe their general characteristics.	Subject Areas Social St...es A1, 2, 3, 4, 5, 9; B1, 2, 5, 6 Thinking A1, 2, 3, 4; B1, 3; C1, 3; D1, 2, 3 E2, 3, 4, 5, 6, 7, 8 F1, 2, 3, 4, 5 G1, 2, 3, 4, 5, 6 Study A1, 2, 3, 4, 5, 6, 7 B2, 7, 8 C2	1. Picture analysis Use pictures to help students understand ethnic differences. 2. Concept lessons This lesson helps students understand the term, ethnic groups.	Dobrin, Arnold. *The New Life-La Vida Neuva.* Fitch, Bob & Lynne Fitch. *Soz Chicano: I am Mexican American.* Fusco, Paul and George D. Horwitz. *La Causa: The California Grape Strike.* Weiner, Sandra. *Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families.* Colman, Elizabeth. *Chinatown U.S.A.* Lenski, Lois. *San Francisco Boy.* New York: Lippincott, 1955. Politi, Leo. *Moy Moy.* Banks, James A. *Teaching Strategies for Ethnic Studies.*	List different groups and have students identify the groups as ethnic or nonethnic groups. Ask students to list three ethnic groups and identify the general characteristics that make them ethnic groups.	Problem-solving 1, 2, 6, 8, 10 Reading 3, 8, 9 11	Individual 2 Citizen 3

Sample Unit
Ethnic Groups in the United States

Approach Interdisciplinary and behavioral

Grade Level 5

Sample Lesson Titles

I What Is An Ethnic Group?

II The Historical Background of Mexican Americans and Chinese Americans

III Problems Faced by Ethnic Groups in the U.S.

IV Perspectives of Different Ethnic Groups

V Contributions of Mexican Americans and Chinese Americans

Teaching Strategies Employed

Lesson I	picture analysis, example-to-rule concept lesson
Lesson II	time line, data retrieval chart, value analysis
Lesson III	rule-to-example concept lesson, data retrieval chart, chart analysis
Lesson IV	case study, data retrieval chart, role play, data gathering and portrayal, decision-making model
Lesson V	brainstorming, data gathering and portrayal

Concept Objectives (Lessons I and II)

The student will be able to

- recognize and illustrate that whenever and wherever humans have lived they have developed systems of artifacts, beliefs and behavior patterns or culture, which have enabled them to satisfy their social and physical needs (General Objective B5).
- recognize, explain and evaluate how culture and social patterns affect thinking, feeling, acting and perceiving throughout life (General Objective B6).
- recognize and explain how cultures are comprised of traditions, which are the result of accumulated knowledge, artifacts and customs (General Objective B17).

Process Objectives (Lesson I)

The student will be able to

- acquire information through listening,
- frame productive questions,
- make inferences about a situation through observing,
- recognize and state a problem,
- formulate hypotheses based on evidence,
- listen and obtain the views of others,
- state reasons for advocated position,
- combine experiences into larger, more inclusive concepts.

Process Objectives (Lesson II)

The student will be able to

- acquire information through reading, listening and observing,
- work with information from many sources,
- acquire and process information by using thought processes.
- sequence terms which denote time and arrange a series of events in chronological order,
- gather information for understanding an issue,
- make cross-sectional comparisons,
- make and prefer statements about other groups which do not use their own groups as a standard,
- accept diversity as inevitable and natural,
- perceive change as inevitable and natural,
- recognize moral complexity in conflict situations,
- perceive conflict as inevitable and natural,
- state reasons for advocating a position,
- make logical inferences and identify evidence on which inferences are based,
- formulate hypotheses on the basis of evidence,
- accept alternative perspectives as being legitimate explanations of differing perspectives of others,
- describe accurately the thoughts and feelings of others,
- tolerate ambiguity,
- use rational criteria for making evaluations,
- perceive that given actions may affect people in different ways.

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concept, ethnic group.	The student will be able to • differentiate between ethnic groups and non-ethnic groups. • give examples of ethnic groups and describe their general characteristics.
• demonstrate knowledge about the historical backgrounds of Mexican Americans and Chinese Americans.	• construct a timeline which demonstrates how Mexican and Chinese Americans became a part of the U.S. • compare and contrast the historical backgrounds of Mexican and Chinese Americans by completing a data retrieval chart. • make value judgments concerning Mexican and Chinese Americans' historical rights in the U.S.

Procedures (Lesson I)

Introduction — Picture Analysis

The class is shown pictures of Mexican and Chinese Americans.

Students are asked the following questions.

- What do they see in the pictures?
- Who are the people in the pictures? How would they describe them?
- What are the people doing?
- What can you tell about the people in the pictures? (happy/sad, rich/poor, American/foreign, etc.)

The students are told that the pictures are taken in the United States and that the people in the pictures are Americans and asked the following questions.

- What are some things you would like to know about these people?
- How did they get to the U.S.?
- Where do they live?
- Are they different from me? How?

Explain to the students that they will be spending a week researching many of the questions.

Example-to-rule Concept Lesson (Inductive)

Conduct interviews in class or play recordings of interviews with a Jewish American, an Afro-American, a Cuban American, a native American, or a member of any ethnic group present in the U.S. other than a Mexican or Chinese American.

Use the following questions for the interviews.

- Have each person introduce him/herself and tell a little about him/herself.
- Why do you consider yourself to be a _____American?
- What are some traditions and customs of your group?
- Are there any foods you do or do not eat because you belong in this group?
- Do you exhibit any types of behavior (do certain things) that are due to your membership in this group? If so, explain.
- Does your group hold any values as a group?
- How might one identify a member of your group?

Ask the students questions to elicit aspects of their own ethnic and cultural heritage. Further questions can be developed from students' answers.

- Do any of you know from which country your ancestors came?
- Do any of you belong to a group that has its own traditions, customs, ways of behaving, etc.? Tell us about it.

Explain that the groups you have been talking about are called **ethnic groups.** "Groups whose members share a unique social and cultural heritage passed on from one generation to the next are known as **ethnic groups.** Ethnic groups are frequently identified by distinctive patterns of family life, language, recreation, religion, and other customs which cause them to be differentiated from others. Above all else, the members of such groups

feel a sense of identity and an interdependence of fate with those who share the customs of the ethnic traditions."*

Evaluation (Lesson I)

- List different groups for the students and have them identify these groups as ethnic or non-ethnic.

  Boy Scouts (nonethnic)

  Greek Americans (ethnic)

  South Carolinians (nonethnic)

  American Indians (ethnic)

  Anglo-Saxons (ethnic)

  Families (nonethnic)

- Ask students to list three ethnic groups and to identify the general characteristics that make them ethnic groups.

Materials (Lesson I)

Mexican American Pictures

Dobrin, Arnold. *The New Life - La Vida Neuva*. New York: Dodd, Mead, 1971.

Fitch, Bob, and Lynne Fitch. *Soz Chicano: I am Mexican American*. Mankato, Minnesota: Creative Educational Society, 1970.

* Peter I. Rose, *They and We: Racial & Ethnic Relations in the United States*. New York: Random House, 1964, p. 11.

Fusco, Paul and George D. Horwitz. *La Causa: The California Grape Strike*. New York: Collier, 1970.

Weiner, Sandra. *Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families*. New York: Pantheon, 1970.

Chinese American Pictures

Colman, Elizabeth. *Chinatown U.S.A.* New York: John Day, 1946.

Lenski, Lois. *San Francisco Boy*. New York: Lippincott, 1955.

Politi, Leo. *Moy Moy*. New York: Scribers, 1960.

Banks, James A., *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon, 1975.

Procedures (Lesson II)

Time Lines

The purpose of time lines is to give students some historical perspective about Mexican and Chinese Americans, the current issues and problems which have developed over the years and to help students understand how the groups came to be part of the American cultural heritage. A time line allows students to see events as part of a continuum and not as isolated happenings; cause and effect relationships are more likely to be discerned when data are displayed as a time line. The time lines should include the most important historical events relative to Mexican and Chinese Americans. A complete listing of events for inclusion on the time lines is provided in the Banks book, pages 285-288 and 321-323.

Mexican American Time Line

Important Dates

1519

Hernan Cortes, the Spanish conquistador, and a group of Spaniards arrived in what is now Mexico.

1521

Cortes, with the support of Indian allies, seized the Aztec capital city, Tenochititlan, and the empire fell.

1810

On September 16, 1810, Father Miguel Hidalgo sounded a battle cry known as the *El Grito de Dolores*, which signaled the beginning of the struggle for Mexican independence from Spain in 1821.

1836

Mexico's President Santa Anna and his troops defeated the rebelling Texans at the Alamo. Six weeks later Santa Anna was defeated by Sam Houston and his Texan troops at San Jacinto. Texas declared itself independent and formed the Lone Star Republic.

1845

The United States annexed Texas, which had declared itself independent from Mexico in 1836. This was one of the key events leading to the Mexican-American War.

1846

On May 13, 1846, the United States declared war on Mexico, and the Mexican-American

War began. The United States invaded New Mexico and California.

1848

The United States and Mexico signed the Treaty of Guadalupe-Hidalgo which ended the Mexican-American War. Mexico lost nearly one-third of its territory, and the United States acquired most of the territory that makes up the Southwestern states.

1853

James Gadsden, representing the United States, bought 45,532 square miles of additional land from Mexico which was rich in copper. Later, a transcontinental railroad route was completed through the land.

1859

Juan N. Cortina, who became a United States citizen under the provisions of the Treaty of Guadalupe-Hidalgo, led a series of rebellions against Anglo-Americans in the Lower Rio Grande Valley of South Texas.

1862

On May 5, 1862, French forces that had invaded Mexico were defeated at Pueblo by Mexican forces led by Ignacio Zaragosa, a Texas Chicano. May 5 (Cinco de Mayo) is an important Mexican holiday also observed by Mexican Americans.

1878

The El Paso Salt War took place, in which Mexicans organized and rebelled against Anglos because of a dispute over rights to salt beds.

1910

A revolution starting in Mexico caused many Mexican peasants to immigrate to the United States looking for jobs. Other immigrants came to escape political turmoil and persecution.

1924

Congress established the Border Patrol to monitor traffic across the Mexican-United States border. This border had previously been primarily free.

1928

The League of United Latin American Citizens was formed in Harlingen, Texas. Like other earlier Mexican-American civil rights organizations, the League stressed United States citizenship and assimilation.

1929-35

Thousands of Mexican immigrants were repatriated to Mexico, most without legal proceedings.

1942

The United States and Mexico made an agreement that authorized Mexican immigrants to work temporarily in the United States. This project is known as the **bracero** program.

1943

The anti-Mexican zoot-suit riots took place in Los Angeles during the summer.

1951

The United States and Mexico made a Migratory Labor Agreement (Public Law 78) which established a new **bracero** program.

1954

The United States Immigration and Naturalization Service began Operation Wetback, a massive program to deport illegal Mexican immigrants to Mexico.

1965

A grape strike led by Cesar Chavez and the National Farm Workers Association began in Delano, California, a town in the San Joaquin Valley.

Rodolfo "Corky" Gonzales formed the Crusade for Justice in Denver. This important civil rights organization epitomized the Chicano movement that emerged in the 1960s.

Congress passed an immigration act limiting the number of Mexican immigrants to the United States to 20,000 annually.

1970

La Raza Unida was organized by Jose Angel Gutierrez in Crystal City, Texas.

Important Dates

1850

The United States census showed 450 Chinese immigrants in the United States. This number increased to 34,933 in 1860. The California legislature passed a discriminatory Foreign Miners' Tax, which forced Chinese immigrants to pay a highly disproportionate share of the state taxes.

1859

Authorities in the Kwangtung Province legalized the recruitment of Chinese laborers.

1868

The United States and China signed the Burlingame Treaty. This treaty affirmed friendship between the two nations and granted the Chinese the right to travel and live in the United States and Americans the right to trade and travel in China.

1869

The transcontinental railroad was completed. Chinese laborers did most of the work on the Pacific portion of the railroad. One of the earliest anti-Chinese riots took place in San Francisco.

1871

A White mob in Los Angeles attacked a Chinese community. Nineteen Chinese were killed, and their community was left in shambles.

1880

One of the most deplorable anti-Chinese riots occurred in Denver, Colorado.

1882

The Chinese Exclusion Act was passed by Congress. The immigration of Chinese laborers was prohibited for 10 years. Subsequent acts renewed the terms of this act, excluding Chinese immigrants for decades.

1885

A serious anti-Chinese riot took place in Rock Springs, Wyoming. Twenty-eight Chinese were killed, and many others were wounded and driven from their homes.

1888

The Scott Act prohibited the immigration of Chinese laborers and permitted only officials, teachers, students, merchants and travelers from China to enter the United States.

1892

The Geary Act excluded Chinese laborers and took away most of the Chinese immigrants' legal rights.

1943

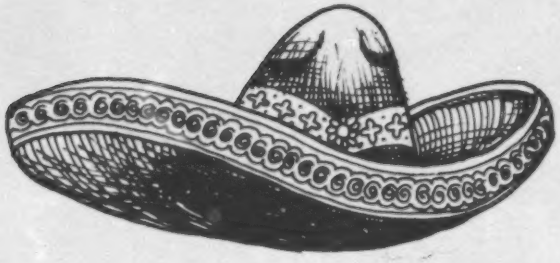
The Chinese Exclusion Act was replaced. However, only a token quota of 105 Chinese immigrants a year were allowed to enter the United States.

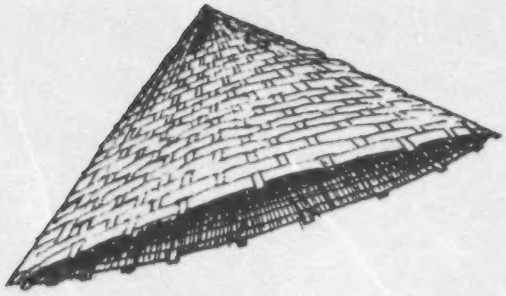
1959

Hiram L. Fong, of Hawaii, became the first United States Senator of Asian ancestry.

1965

Congress passed an Immigration Act that eliminated quotas based on national origins and instituted fair immigration policies; it became effective in 1968. After this act the number of Chinese immigrating to the United States increased substantially, from 4,057 in 1965 to 14,417 in 1971.





Data Retrieval Chart

A data retrieval chart enables students to record information in a simple and convenient form that facilitates analysis and interpretation of data. This type of chart also facilitates comparisons and contrasts between Mexican Americans and Chinese Americans. The different categories (concepts) of the chart focus students' attention on specific aspects of information. Specific questions can be included in each category to focus attention more narrowly.

- Select appropriate reading and audiovisual materials from the included lists.
- Given appropriate data, students should be able to

  construct a time line concerning the period from 1810 - present, depicting important events in the history of Mexican Americans.

  construct a time line concerning the period from 1850 - present, depicting important events in the history of Chinese Americans.

  analyze data to complete the first two categories of the following data retrieval chart (adapted from Banks, pp. 214-215).

Data Retrival Chart

	Mexicans	Chinese
Immigration What were the periods of greatest immigration of each group? What were the main reasons for immigrating? Where did they settle?		
Population What was the approximate number of the ethnic group already in the U.S. prior to the period of greatest immigration? Where were the members of the group who were already here mainly settled?		
Prejudice and Discrimination What was the nature of prejudice and discrimination they faced? How did prejudice and discrimination affect them?		

Value Analysis

The following questions require students to make value judgments based on the information in Lesson II. Students should be able to recognize the inherent conflict among beliefs, values and attitudes and to develop their own beliefs, values and attitudes logically and rationally. Very few issues are neutral and to ignore this aspect of an issue in the classroom denies students the opportunity to develop skills necessary for analyzing personal and societal problems.

In answering and discussing these questions, students should identify and label the basic values upon which they base their opinions. They should be aware of the consequences of acting upon their values and whether or not acting on the basis of one value violates another. Consequences can be examined by a consideration of the import of all people advocating a certain value position of universal application. Analogous cases can help clarify the consequences of a value position.

Given appropriate data, students will answer the following questions.

- During the latter half of the nineteenth century, thousands of people from the East and South were moving West. Many who could not find jobs blamed the Chinese, because they felt the Chinese were taking jobs from people who had been there longer. Did the people from the East and South have more right to the jobs? Explain your answer.
- Why do you think the Chinese set up their own communities instead of spreading themselves out among the people in the towns?
- Why might Mexican Americans feel they have a better claim to certain areas of the Southwest than Americans of English and European heritages? Do you think this claim is a valid one? Explain your answer.

Evaluation (Lesson II)

Evaluation is based on student's ability to construct time lines, complete the chart and answer the questions. Answers to the questions should include the following.

- a clearly stated opinion
- a logical development of the opinion based on pertinent data
- a statement concerning the basic value upon which the opinion is based

Materials (Lesson II)

Teacher materials, History of Mexican Americans

Acuna, Rudolfo. *Occupied America: The Chicano's Struggle Toward Liberation.* San Francisco: Canfield Press, 1972.

McWilliams, Carey. *North from Mexico: The Spanish Speaking People of the U.S.* New York: Greenwood Press, 1949, updated edition, 1968.

Meier, Matt S. & Feliciano Rivera. *The Chicanos: A History of Mexican Americans.* New York: Hill & Wang, 1972.

Moore, Joan W., Afredo Cuellor. *Mexican-Americans.* Englewood Cliffs, N.J.: Prentice-Hall, 1970.

Moquin, Wayne & Charles Van Doren, eds. *A Documentary History of Mexican Americans.* New York: Bantam, 1971.

Nava, Julian. *Mexican Americans: A Brief Look at Their History.* Anti-Defamation League of B'nai B'rith, 1970.

Rosaldo, Renato, R. A. Calvert & G. L. Seligmann. *Chicano: The Evolution of a People.* Huntington, N.Y.: Robert E. Krieger, 1977.

Student materials - History of Mexican Americans

Acuna, Rudy. *The Story of the Mexican Americans: The Men and the Land.* New York: American Book Company, 1969.

Chicano (Film) Distributor: BFA Educational Media, 2211 Michigan Avenue, Santa Monica, CA, 90404.

Cortes, Carlos E., ed. *Aspects of the Mexican-American Experience.* New York: Arno Press, 1976.

De Garza, Patricia. *Chicanos: The Story of Mexican Americans.* New York: Julian Messner, 1973.

Martin, Patricia M. *Chicanos: Mexican in the United States.* New York: Parents Magazine Press, 1971.

Nava, Julian. *Mexican Americans: Past, Present and Future.* New York: American Book Company.

Pinchot, Jane. *The Mexicans in Ameriea.* Minneapolis: Lerner Publications, 1973.

Rambeau, John, N. Rambeau & R. E. Gross. *The Magic Door.* San Francisco: Field Educational Publications, Inc., 1968.

Rambeau, John. *The Role of the Mexican American in the History of the Southwest.* Conference sponsored by the Center-American Institute, Pan American College, Edinburg, Texas, 1969.

Teacher Materials, History of Chinese Americans

Barth, Gunther. *Better Strength: A History of The Chinese in the U.S., 1850-1870*. Cambridge: Howard University Press, 1964.

Cheng-Tsu Wu, ed. *"Chink!"* New York: World, 1972.

Hudson, Harry. *Human Rights in a Global Age*. Bloomington, Indiana: Indiana University Foundation, 1977.

LaRaus, Roger and R. C. Remy. *Citizenship Decision Making*. Reading, Mass.: Addison-Wesley Publishing Co., 1978.

Sung, Betty L. *The Story of the Chinese in America*. New York: Mcmillan, 1967.

Sung, S. W. *Chinese in American Life: Some Aspects of their History, Status, Problems, & Contributions*. Seattle: University of Washington Press, 1962.

Student materials, History of Chinese Americans

Canton West, (film) *The Story of Chinatown from 1849-1900*. Distributor: Modern Teaching Aids, Division of Ward's Natural Science, P.O. Box 302, Rochester, N.Y. 14603.

Chu, Daniel & Samuel Chu. *Passage to the Golden Gate: A History of the Chinese in America to 1910*. Garden City, N.J.: Doubleday, 1967.

Dowdell, Dorothy & J. Dowdell. *The Chinese Helped Build America*. New York: Julian Messner, 1972.

Rambeau, John, N. Rambeau and R. E. Gross. *China Boy*. San Francisco: Field Educational Publications, Inc., 1968.

Sung, Betty L. *The Chinese in America*. New York: Macmillan, 1972.

Concept Objective (Lesson III)

The student will analyze and evaluate how stereotyping a class of people or a place or philosophy may lead to false statements and dangerous beliefs (General Objective B 20).

Process Objective (Lesson III)

The students will be able to

- acquire information through reading, listening, observing,
- locate and work with information from a variety of sources,
- acquire and process information using thought processes,
- make inferences about a situation through observation techniques,
- organize information in a usable form,
- interpret a chart,
- formulate hypotheses based on evidence,
- propose alternative possibilities for realities,
- choose a reasonable solution to the problem after applying the evidence to the various alternatives,
- use divergent thinking in problem-solving,
- observe interrelationships between two problems and solutions to each,
- gather information necessary for understanding an issue,
- state reasons for advocated position,
- identify alternative methods of managing conflict,
- make cross-sectional comparisons,
- group and label items,
- combine experiences into larger, more inclusive concepts,
- make logical inferences and identify evidence on which inferences are based.

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concepts of prejudice and discrimination.	The student will be able to • give examples of prejudice and discrimination. • discriminate between examples and non-examples of the concepts. • make hypotheses concerning possible solutions to the problem. • write a paper describing possible solutions to the problem.
• demonstrate a knowledge of discrimination and prejudice experienced in the past by Mexican and Chinese Americans.	• hypothesize about the causes of discrimination. • compare and contrast the historical treatment of Mexican and Chinese Americans by completing a data retrieval chart.
• demonstrate knowledge of current discriminatory practices and prejudice affecting Mexican and Chinese Americans.	• interpret a chart and infer from it current attitudes towards Chinese Americans. • describe cases of current prejudice and discrimination aimed at Mexican Americans. • evaluate Mexican American attitudes and reactions to prejudice and discrimination.

Procedures (Lesson III)

Rule-to-example concept lesson (deductive)

Concepts — discrimination, prejudice

1. Explain to the class that prejudice can be a negative attitude toward an individual, a group, a race, etc. due to a preconceived opinion that is not based on sufficient grounds or knowledge.
2. Explain that discrimination can be a negative way of acting toward or treating an individual, a group, a race, etc., and that discrimination is often based on prejudice.
3. Cite examples of prejudice and discrimination, such as
   - Jim Crow laws (discrimination),
   - not allowing blue-eyed students to have recess (discrimination),
   - hating all dark-skinned people (prejudice),
   - signs in front of factories during the late nineteenth and early twentieth century - NINA, No Irish Need Apply (discrimination),
   - thinking all people from Europe are stupid (prejudice).
4. Evaluation
   Ask students to tell about cases of prejudice and discrimination they know of and have them explain why these are examples of prejudice and discrimination.

5. Negative feelings are not always prejudice. Discrimination is not always negative. Ask students to give examples of these. Some examples are
   - being angry at someone who hurt you,
   - forming a club for people interested in books.

Follow-up

6. Explain to the class that ethnic groups are often the victims of prejudice and discrimination.

7. Discuss the following questions.
   - Why do you think ethnic groups are often the victims of prejudice and discrimination?
   - How do you think people experiencing prejudice and discrimination feel?
   - What do you think people accomplish by their prejudice and discrimination?
   - Do ethnic groups have any defense against prejudice and discrimination? If so, what?

Data Retrieval Chart

8. Have students read appropriate selections from the list of resources and complete the last category on the data retrieval chart (Lesson II). The follow-up questions listed above can be discussed in light of the new evidence.

Chart Analysis

9. Have students interpret the following chart by answering these questions. (Chart and first three questions are from Hudson, Harry, *Human Rights in a Global Age*, pp. 36-37).
   - What opinions are negative about Chinese? Did the percentage of people who agreed with positive opinions change between 1966 and 1972? How?
   - Which opinions are positive about Chinese? Did the percentage of people who agreed with positive opinions change between 1966 and 1972?
   - Overall, was there a shift in American's opinions about Chinese between 1966 and 1972? How would you describe the shift?
   - President Nixon visited China in 1972 and was the first president to visit China since it became a Communist country. Do you think this visit may account for the shift in American attitudes? Why?
   - Are Americans attitudes toward the Communist Chinese likely to be similar to their attitudes towards Chinese Americans? Explain your answer.

10. Students will discuss the following questions based on the film *Chicano* (BFA Educational Media).
    - Do Mexican Americans still experience prejudice and discrimination? Describe examples.
    - How do Mexican Americans combat discrimination? Are their methods successful?
    - Do you think Mexican Americans who desire to be bilingual, bicultural Americans can succeed? Why or why not?
    - Do you think that their being bilingual and bicultural will increase or decrease prejudice against them? Explain.

11. Students will write a paper about possible ways of decreasing prejudice and discrimination against ethnic groups in the U.S. Evaluation of students' understanding of prejudice and discrimination is based on the ability to produce a logical paper. Criteria for evaluating the paper might include
    - citing of several examples of prejudice and discrimination to be eliminated,
    - listing of several ideas concerning decreasing prejudice and discrimination,
    - describing the steps of the plans for decreasing prejudice and discrimination.

Opinions About the Communist Chinese

Opinion	Percentage of Americans who agree with statement	
	1966	1972
Chinese are hard-working.	3[illegible]	74
Chinese are warlike.	23	13
Chinese are progressive.	7	28
Chinese are lazy.	5	2
Chinese are intelligent.	14	32
Chinese are conceited.	3	4
Chinese are brave.	7	17
Chinese are ignorant.	24	10
Chinese are dull.	6	7
Chinese are practical.	8	27
Chinese are treacherous.	19	12
Chinese are religious.	14	18
Chinese are sly.	20	19
Chinese are cruel.	13	9
Chinese are artistic.	13	26
Chinese are ordinary.	12	15

* Hudson, H. *Human Rights in a Global Age*. Bloomington, Indiana: Indiana University Foundation, 1977, pp. 36-37.

Concept Objective (Lesson IV)

The learner will recognize, explain and evaluate how culture and social patterns affect thinking, feeling, acting and perceiving throughout life (General Objective B6).

Process Objectives (Lesson IV)

The student will be able to

- acquire information through reading, listening, observing,
- locate and work with information from a variety of sources,
- organize information in a usable form,
- recognize and state a problem,
- propose alternative possibilities for existing realities,
- choose a reasonable solution to the problem after applying the evidence to the various alternatives,
- change the solution if new data warrants it,
- apply problem-solving technique to solve personal and group-related problems,
- use divergent thinking skills in problem solving,
- make cross-sectional comparisons,
- recognize the existence of perspective and project themselves into alternative perspective,
- accept alternative perspectives as being legitimate explanations of differing perceptions of others,
- consider interests and welfare of others,
- describe accurately the thoughts and feelings of others,
- explain why they would think, feel, act the same way as if they were in the others' social and situational setting,
- frame productive questions.

Performance Objective	Indicators/Tasks
The student will be able to • recognize differences and similarities among ethnic groups in the U.S.	The student will be able to • complete a data retrieval chart comparing and contrasting aspects of the lives of a Mexican American, a Chinese American and the student; • role play the different reactions of a Mexican American, a Chinese American and a White Anglo-Saxon Protestant to a situation; • analyze the origins of a custom of a Mexican American, a Chinese American or the student; • create a letter written to a person of a different ethnic heritage by generalizing from information about Mexican and Chinese Americans; • make a decision based on knowledge about differences and similarities among ethnic groups.

Procedures (Lesson IV)

Case Study

1. Choose from the list of resources an appropriate case study of a Mexican American's life and a Chinese American's life.

2. Have students read the case studies which will provide them with information about the lives of a Mexican American and a Chinese American. From the studies they should be able to generalize about the lives of Mexican and Chinese Americans in the U.S. today. The students can also discover similarities and differences among Mexican Americans, Chinese Americans and themselves from the studies.

Data Retrieval Chart

3. Have students construct a data retrieval chart similar to the one below from which comparisons and contrasts among the two case studies and their own lives can be made. Students can brainstorm ideas for the different categories for the chart and choose the ones in which they are most interested.

Suggested questions based on the chart.

- How are your lives alike? How are they different?
- How do you account for the similarities and the differences?

Data Retrieval Chart

	Mexican Americans	Chinese Americans	Student
Family Life			
Customs			
School Life			
Major Problems Faced			
Values			

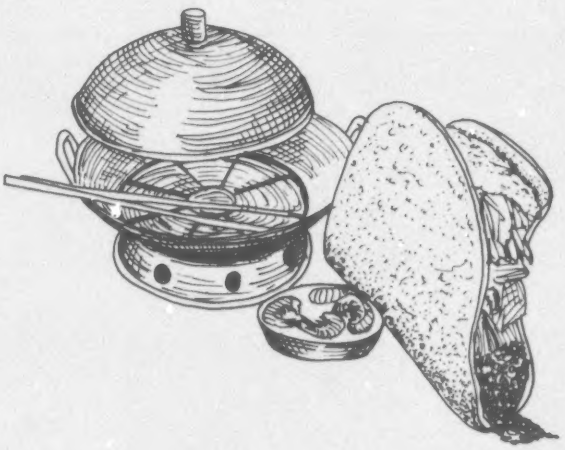
Role Playing

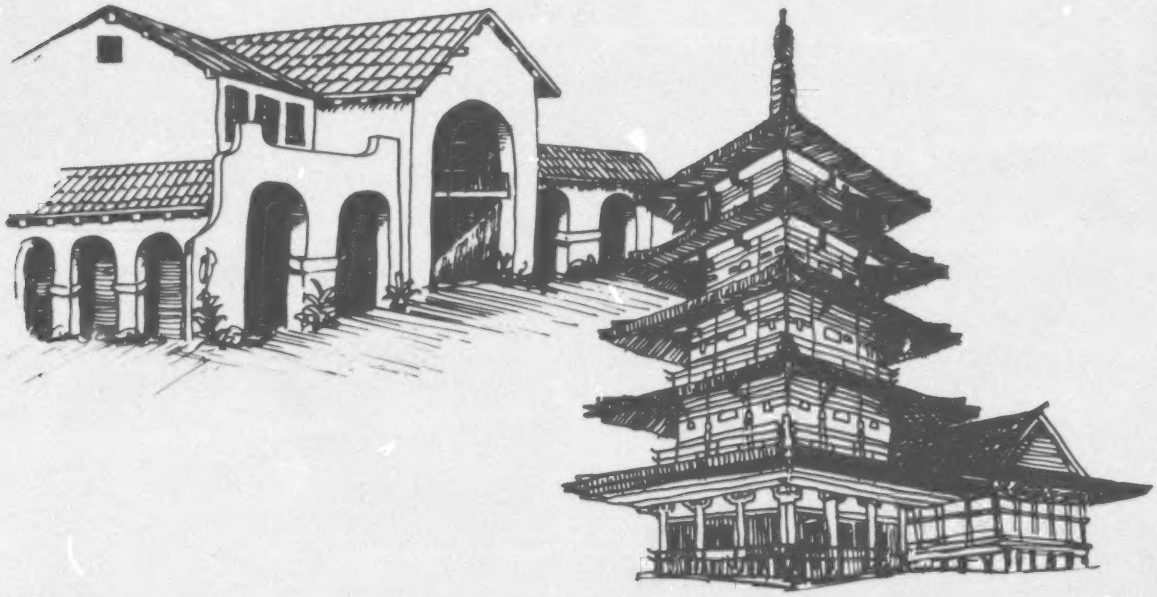
4. Have students role play the following situation.

   You are students at a middle school in a California community which has large numbers of Mexican and Chinese Americans. It has been announced that federal funds for bilingual, bicultural education may be cut. Taking the positions of a Mexican American, Chinese American, and a White Anglo-Saxon Protestant student who are discussing the situation in the playground, argue for or against the impending cut in funds. (The film *Chicano* introduces students to the concepts of bilingual and bicultural).

Steps for role play.

- Set up the situation.
- Discuss various attitudes that are possible for the three different students to take; get students to think of alternatives.
- Choose one of the scenarios for the role play.
- Select the actors.
- Prepare the audience by telling them to look for certain things (the position of each actor, the reasons given for the position, the feelings displayed by the actors, etc.).
- Set the stage by talking to the actors and making them comfortable. Describe the situation and define exactly where the action is to start. (give one actor the first line).
- Enact the role play.
- Ask actors how they felt. Ask the audience to describe what they saw.
- Reenact role play using a different scenario or the same scenario with different actors.
- Discussion.
- Evaluation. Ask if the actors realistically portrayed their parts. Do you think that was how the people would really feel? Did you form an opinion regarding the funding of bilingual, bicultural education? If so, what is it?





- Wrap-up. Make general statements pertaining to the role play experience and the situation.

Research Papers

5. Have students choose a holiday, custom, food, etc. unique to their own ethnic group, research its origins and write a short paper on the topic. The following questions should be considered.
   - What is the history of _____?
   - What is the current practice of the ethnic group regarding _____?
   - How do members of the group learn about _____?
   - Are there any _____s similar to mine in the other two ethnic groups?
   - Has _____ spread to other groups? If so, how?

Extension Activities

6. Explain to or have students read about the Cuban refugee situation. Each student will compose a letter to Cuban students who have arrived in the U.S. telling them what problems they may face, what will be different in the U.S., etc.

7. Using the decision making model from LaRaus, Rober and Remy, *Citizenship Decision Making*, students will, in small groups, fill in a decision tree. The students will be the President who is trying to make a decision about allowing Cuban refugees into the U.S.

Evaluation

8. Evaluation should be based on the students' ability to complete the data retrieval chart, assume the role of an ethnic group member and write the research paper.

   The student should be able to explain in writing why members of different ethnic groups in the U.S. are alike in some ways but different in others. In the explanation, students should list several ways in which people are different; these can be specific to Mexican Americans and Chinese Americans, but students also should be able to generate other examples. Students should also give ways in which all people are alike (these similarities should not be restricted to Mexican and Chinese Americans). They should also be able to describe the impact of the similarities and differences on American life.

Materials

Fitch, Bob and Lynne Fitch. *Soy Chicano: I am Mexican American*. Mankato, Minn.: Creative Educational Society, 1970.

Molner, Joe. *A Chinese American Child Tells His Story*. New York: Franklin Watts, 1973.

Molner, Joe. *Graciela: A Mexican American Child Tells Her Story*. New York: Franklin Watts, 1972.

Politi, Leo. *Moy Moy*. New York: Scribners, 1960.

Reit, Seymour. *Rice Cakes and Paper Dragons*. New York: Dodd, Mead, 1973.

Tenski, Lois. *San Francisco Boy*. New York: Lippincott, 1955.

Concept Objective (Lesson V)

The learner will recognize and illustrate that people of all races, religions, cultures and regions have contributed to a common cultural heritage, and that modern society owes a debt to cultural innovators of other times and places (General Objective B16).

Process Objectives (Lesson V)

The student will be able to

- acquire information through reading, listening and observing,
- locate and work with information from different sources,
- acquire and process information by using thought processes,
- organize information in a useable form,
- construct and interpret graphs, charts, tables, etc.,
- recognize and state a problem,
- formulate hypotheses based on evidence,
- determine reliable materials,
- gather information necessary for understanding an issue,
- use media to perform increasingly complex tasks.

Performance Objective	Indicators Tasks
The student will be able to • recognize and list the contributions of Mexican and Chinese Americans to the cultural heritage of the United States.	The student will be able to • list influences on his or her life of the two ethnic groups. • gather, analyze and present data pertaining to the contributions of Mexican and Chinese Americans to the American cultural heritage.

Procedures (Lesson V)

Brainstorming

1. Brainstorm with students ways in which Mexican Americans and Chinese Americans influence their lives. Students should be able to name foods, restaurants, clothing styles, housing designs, etc.
2. Ask students to bring to school objects which illustrate influence of the two ethnic groups. Discuss the importance of these objects in students' lives.

Oral Reports

3. Have students choose a topic to research which deals with a particular contribution of one of the two ethnic groups or a member from one of the groups who has made a substantial contribution to the group or the American culture. Students may choose topics freely or from a list compiled by the teacher. Previous reading and the lists of materials should suggest topics, such as Cesar Chavez or Chinese participation in building the transcontinental railroad. Students can use library resources and classroom materials for data. Each student will present the findings orally to the class or make a graph, poster, model, etc., to show.

Evaluation

4. Have students write a short essay on the topic "The United States has a rich and varied cultural heritage." Assessment should be based on their ability to incorporate what was taught into the paper.

Materials

Dowdell, Dorothy, and Joseph Dowdell. *The Chinese Helped Build America*. New York: Julian Messner, 1972.

de Garza, Patricia. *Chicanos: The Story of Mexican Americans*. New York: Messner, 1973.

Franchere, Ruth. *Cesar Chavez*. New York: Crowell, 1970.

Jones, Clair. *The Chinese in America*. Minneapolis: Lerner Publications, 1972.

Newlon, Clarke. *Famous Mexican Americans*. New York: Dodd, Mead, 1972.

Paredes, Americo and Raymund Paredes, eds. *Mexican American Authors*. Boston: Houghton Mifflin, 1972.

Pinchot, Jane. *The Mexicans in America*. Minn: Lerner, 1973.

Terzian, J.P., and Kathryn Cramer. *Mighty Hard Road: The Story of Cesar Chavez*. Garden City, N.Y.: Doubleday, 1970.

Suggested Curriculum Guide Format

nit: Investigating China
evel 6

Content/ Concepts	Objectives	Skills	Suggested Activities	Suggested Resources	Evaluation	BSC	CBE
Lesson I Learning about China through maps 1. geographic location 2. population patterns 3. physical and cultural environments	Performance objectives 1. Use the map or globe to compare China and the United States 2. Use different types of maps to make generalizations about China. Indicators 1A. locate China and the United States on a world map. 1B. compare the locations of China and the U.S. 2A. write generalizations concerning China's location 2B. write generalizations concerning China's climate 2C. write generalizations concerning China's population	Subject Areas Social Studies A1, 2, 4; C4; D1e, 1g, D2a, 2b, 2c, D2, D3a, D3b, 3c, D4a, 4b, 4c, 4d, 4f, 4h, D5d, D6a, 6b, 6c, 6d, 6e Thinking A1, 3, 4; B1, 2; C1, 3; D1, 2, 6; E1, 2, 3, 4, 5, 6, 7, 8 F1, 2, 4, 5 G1, 4, 5, 6 Study A1, 2, 7, 9 B2, 7, 8, 14 C2, 3	1. Map activity Use map actvity to compare relative locations and sizes of China and U.S. 2. Map activity Use map to compare physical and cultural characteristics	Spencer, Cornelia. *The Land of the Chinese People* Latourette, Kenneth S. *The Chinese, Their History and Culture* Seiger, Elizabeth. *The Pageant of Chinese History* Weins, Herold J. *China*	Information gathered Accuracy of location placement Map-reading skills	Problem-solving 3, 4, 6, 9, 10, 11 Reading 4, 9, 10 11, 12, 13 Math 1, 10, 14, 15, 16	Citizen 3 Individual 2

Sample Unit
Investigating China

Approach Interdisciplinary and behavioral

Grade Level 6

Sample Lesson Titles

I Learning About China Through Maps

II A Belief System of China

III China's Contributions to the World

Other lessons appropriate for this unit are listed below.

China's Early History
Marco Polo and China
European Influence in China

Teaching Strategies

Lesson I	concept learning, data gathering
Lesson II	concept learning, group work, brainstorming, discussion, data gathering, data retrieval chart, chart analysis
Lesson III	concept learning, discussion, data gathering, oral presentation, group work

Lesson I
Learning about China Through Maps

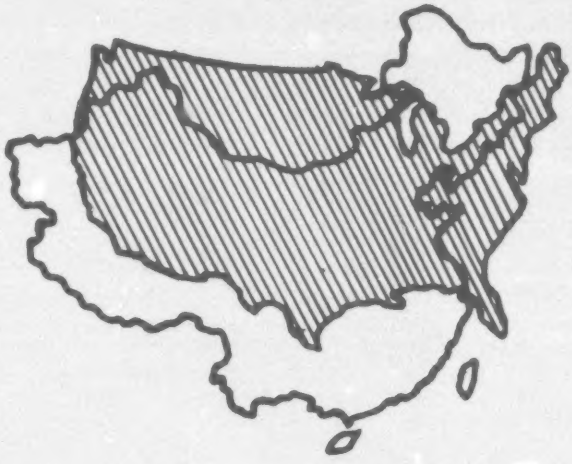
Concept Objectives

The students should be able to

- compare and analyze how cultural patterns are related to other phenomena, such as geographic location (General Objective B19);

The Communist Revolution
The Influence of Mao Tse-tung on China
China's Future

- explain, compare, illustrate and evaluate how natural environments influence modes of life and population patterns (General Objective D7).



Process Objectives

The student should be able to

- explain the use of International Date Line,
- use grid coordinates of latitude or longitude to locate places on a map or globe,
- locate and use the International Date Line to interpret time zones,
- use physical maps to clarify concepts,
- consult a variety of maps for information about an area,
- locate places in relation to land and water masses,
- interpret the key or legend on different kinds of maps,
- determine distance on a map by using scales,
- identify special map symbols for physical features,
- explain the use of color or shading on physical maps,
- explain how symbols are used to show all kinds of information,
- compare maps and draw inferences from them.

Performance Objectives	Indicators/Tasks
The student will be able to • use the map or globe to compare China and the United States.	The student will be able to • locate China and the United States on a world map. • compare the locations of China and the U.S. • answer questions concerning differences in days and times in China and the U.S.
• use various types of maps to make generalizations about China.	• write generalizations concerning China's location. • write generalizations concerning China's climates. • write generalizations concerning China's population. • write generalizations concerning China's terrain.
• use a map of China to locate given sites.	• use a map of China and a list of clues to find the answers to a map game.

Procedures

Concept Learning

1. Using a map of the northern hemisphere or a globe, have the students do the following.
   - Locate the United States.
   - Locate China.
   - Describe the location of the two countries in relation to one another.
   - Compare the location of the two countries by using latitude.
   - Answer the following questions.

     When it is Monday in the U.S., what day is it in China? (Tuesday)

     When it is 12:00 noon in the U.S., what time is it in China? (12:00 midnight)

     If you traveled from the U.S. to China, at what point would Monday become Tuesday? (International Date Line)

Data Gathering

2. Using a world map or globe, have the students answer the following questions.
   - In land size is China a large or small nation? (large)
   - Are there any countries larger? (yes) Name them.
   - In what part of the world is China located? (Asia)
   - What countries border China? (e.g., Soviet Union, North Korea, North Vietnam, Burma, Laos, India)
   - If you traveled from here to China, describe your route.
3. Using climate, elevation and population maps of China, have the students answer the following questions.
   - Is China a sparsely or densely populated country? (densely)
   - In what part of China do most of the people live? (eastern China)
   - Why do fewer people live in western China? (There is no seacoast on the western side, which makes trade difficult. Western China has large areas of high mountains and high plateaus which make travel difficult. In western China there is not enough rainfall for farming.)
   - How does northern China differ from southern China? (The climates differ. Northern China is very cold in the winter. Southern China has moderate temperatures.)
   - Why is southeastern China good for growing rice? (The climate is warm and humid. The Yangtze River provides a fertile river basin.)

- What type of elevation is found in south China? (many hills) Since it is difficult to raise crops on unlevel land, what do you think the Chinese do to solve this problem? (They cut terraces into the hills.)

4. Map Game

Provide each student with maps of China. Have them test their map reading skills by using the clues below to see who can correctly reach the end location the quickest.

- Begin at the capitol of China. (Peking)
- Go to a city approximately 50 miles to the southwest. (Tientsin)
- Go approximately 600 miles southwest to a city which is at the mouth of the Yangtze River. (Shanghai)
- Follow the river north to the next major city. (Nanking)
- Go southeast to a city approximately 800 miles away. (Canton)
- Go north approximately 600 miles to a city on the Yangtze River. (Wuhan)
- Go southeast to a city approximately 175 miles away. (Nanchang)
- Go southeast to a city approximately 275 miles away. (Foochow)
- Go north along the coast for approximately 800 miles to a city on the Yellow Sea. The End. (Tsingtao)

Evaluation

evaluation of map activities

Materials

Books for students

Spencer, Cornelia. *The Land of the Chinese People.* Lippincott.

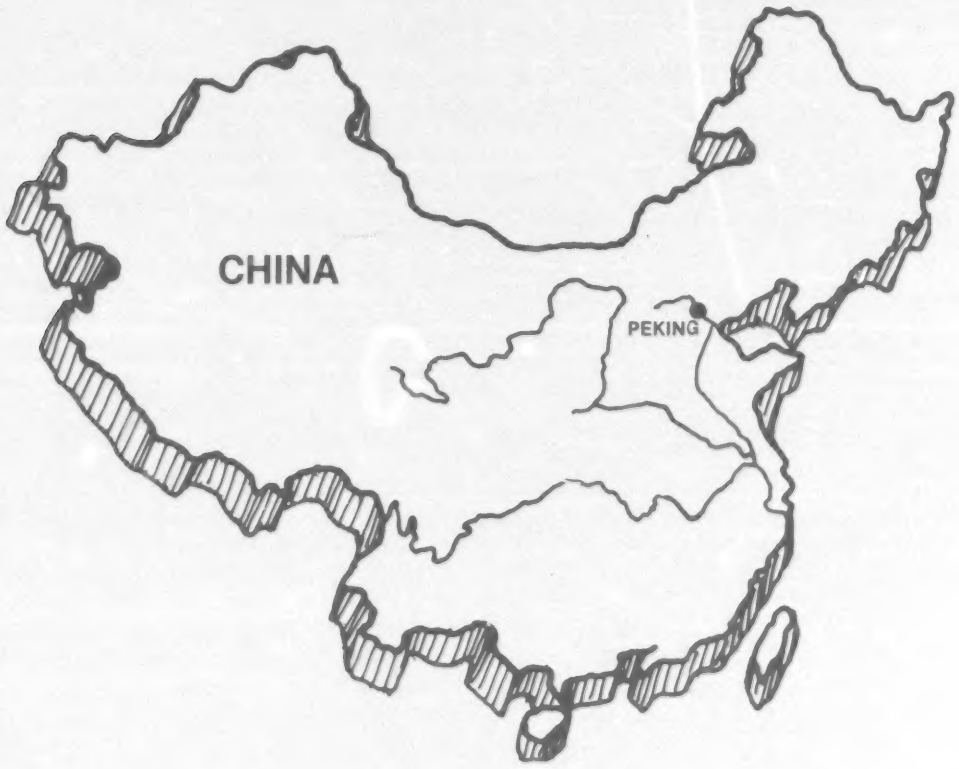
Books for teachers

China: A Resource and Curriculum Guide. University of Chicago Press.

Latourette, Kenneth S. *The Chinese, Their History and Culture.* Macmillan.

Seiger, Elizabeth. *The Pageant of Chinese History.* McKay.

Weins, Herold J. *China.* Fideler.



Lesson II A Belief System of China

Concept Objectives

The students will be able to

- illustrate, analyze and evaluate how individuals and groups have always attempted to achieve a sense of justice and reason in their human interactions and in the establishment, operation and evaluation of their institutions (General Objective C7).
- recognize and explain how cultures are comprised of traditions, which are the result of accumulated knowledge, artifacts and customs (General Objective B17).

Process Objectives

The student will be able to

- acquire information through reading and listening;
- state reasons for advocated position;
- formulate hypotheses based on evidence;
- generate logical inferences and identify evidence on which inferences are based;
- combine experiences into larger, more inclusive concepts;
- acquire and process information by using thought processes;
- locate and work with information from different sources;
- make comparisons;
- work with a group as either leader or foliower until task is completed;
- describe accurately the thoughts and feelings of others.

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concept "belief."	The student will be able to • list three types of beliefs. • list some of their own beliefs.
• demonstrate knowledge about Confucius and his philosophy.	• cite facts concerning the life of Confucius and his teachings. • explain the meanings of a given list of quotes from Confucius. • compare and contrast the teachings of Confucius to our modern life style. • compare Confucianism with two other Chinese belief systems (Taoism and Buddhism).

Procedures

Brainstorming

1. Explain to the students that an important part of culture is belief. Ask them to brainstorm a list of their beliefs. Explain that there are three basic kinds of beliefs.
   - beliefs that describe the world.
   - beliefs concerning right and wrong.
   - beliefs establishing what is beautiful.

Have the students classify each of their beliefs according to the three above types of beliefs.

Explain that beliefs are learned. Have them list the sources of their beliefs (parents, relatives, church or synagogue, peers, teachers, etc.).

Explain that in their study of China they will learn about some Chinese beliefs based on the teachings of a man named Confucius. Explain that Confucius taught a way of life rather than a formal religion.

Group Work

2. Divide the students into groups. Give each group a list of the questions below. Explain that each group is going on a research scavenger hunt. Allow the students to use text books, encyclopedias and other reference books to find the answers. After each group finishes the task, dis-

cuss the answers in class. The teacher may give prizes to students finishing first.

- When did Confucius live? (about 500 B.C.)
- During that time period, what was the political structure in China? (An emperor was head of the dynasty. There were also rulers of the small states. The emperor's authority was weakening due to the growing power of rulers in small states.)
- Why did the emperor like the teachings of Confucius? (He taught that all people should respect and obey their ruler.)
- Confucius taught about human relationships. List five relationships which were most important. (Ruler and subject, husband and wife, father and son, older brothers and younger brothers, and friends.)
- Confucius believed there were five qualities of goodness (virtues) in people. What were they? (Do good to one another, be good, honor and respect one another, be wise, be sincere.)
- List some other teachings of Confucius.

Discussion

3. Explain that Confucius taught about authority and obedience in human relationships. The ruler had authority, and the subject was obedient. The husband had authority, and the wife was obedient. The father had authority, and the son was obedient. The older brothers had authority, and the younger brothers were obedient. Ask the students to compare this to modern relationships. Ask such questions as
   - Do you agree with his philosophy? Why or why not?
   - What would the women's liberation movement think of his teachings? If Confucius lived today would he favor the Equal Rights Amendment? Explain.
   - Would our society be a better one if we followed his philosophy? Explain.
4. Provide each student with a copy of quotes from Confucius. Sample quotes are

   To hear much, choose what is good, and follow it; to see, read much and remember.

   Each family is a little government.

   Do not do unto others what you would not have others do unto you.

   The gentleman makes demands on himself; the inferior man makes demands on others.

   The great man seeks a good character rather than things.

   First put yourself in order. Then be sure you act justly and sincerely toward others, and you will be a happy man.

   Man is by nature good.

   If a ruler himself is upright, all will be well without orders. But if he himself is not upright, even though he gives orders they will not be obeyed.

   Have the students read the quotes carefully and explain in writing what each one means. Ask them to rewrite the quotes as they would say them and choose the quotes which they feel are the most important. Have them explain their answers.

   Have the students write their own saying about life on a poster and illustrate it with drawings. Ask if Confucius would agree with their saying or belief. Have them explain their answers. Make a display of their posters.
5. Have the students pretend that Confucius is alive today. Have them write an essay on how Confucius would feel about the typical American family. Remind them to point out contradictions and compatibilities between Confucius' beliefs and the way we interact today.

Data Retrieval Chart

6. Explain that there were other belief systems in ancient China. Two of them were Taoism and Buddhism. Using the reference books, have the students compare the three belief systems. Use a chart similar to the following one.

Data Retrieval Chart

Belief	Founder	Origin of belief (Country and date)	Important teachings
Confucianism			
Taoism			
Buddhism			

Chart Analysis

After the students complete the chart, ask the following questions.

- How are these beliefs alike? In what ways?
- How are they different? Categorize these differences.
- What parts of each belief do you agree with? Disagree with? Explain.

Evaluation

- oral questioning
- partipation in group work
- accurate completion of research scavenger hunt
- accurate completion of assignment on quotes from Confucius
- evaluation of essays
- accurate completion of charts

Materials

Books for students

Collins, Williams. *Chinese Way of Life*. World Publishing Co.

Schafer, Edward. *Ancient China*. Time.

Books for Teachers

Hookham, Hilda. *A Short History of China*. St. Martin's Press.

Jurji, E.J. *The Great Religions of the Modern World*. Princeton University Press.

Scharfstein, Ben-Ami. *The Mind of China*. Basic Books.

Wei, Cho-min. *the Spirit of Chinese Culture*. Scribners.

Lesson III
China's Contributions to the World

Concept Objectives

The students will be able to

- recognize and illustrate that people of all races, religions, cultures, and regions have contributed to a common cultural heritage, and that modern society owes a debt to cultural innovators of other times and places (General Objective B16).
- give examples of how cultural exchange and borrowing occurs when groups with diverse cultures come into prolonged contact (General Objective B18).

Process Objectives

The student will be able to

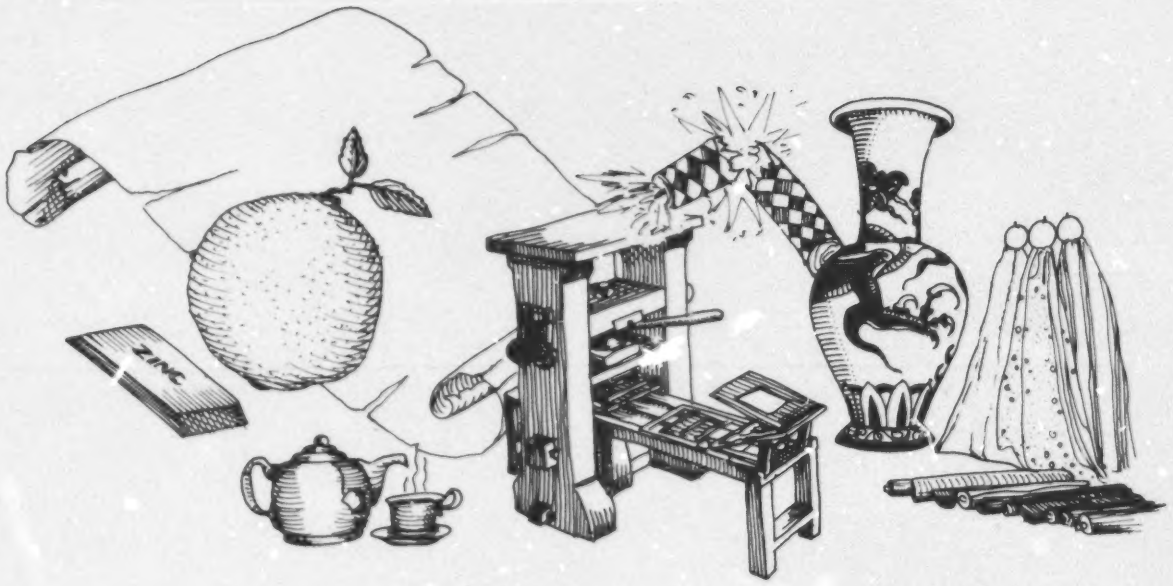
- acquire information through reading, listening and observing;
- work with information from a variety of sources;
- acquire and process information by using thought processes;
- state reasons for an advocated position;
- combine experiences into larger, more inclusive concepts;
- work with a group as either leader or follower until task is completed;
- trace and compare trade and travel routes;
- organize information in a usable form.

Performance Objective	Indicators/Tasks
The student will be able to • develop an appreciation for the contributions of China to the west.	The student will be able to • identify the early trade routes between Europe and China. • research an item obtained from China. research and prepare a presentation concerning a particular cultural contribution of China.

Procedures

Concept Learning

1. Ask the students if they ever borrow anything. If yes, ask them to list the types of things that they have borrowed. Point out that both tangible items (inventions, etc.) or intangible things (ideas, philosophies, etc.) can be borrowed. Have the students share their lists in class. Explain that just as they borrow from one another, cultures borrow from one another. Explain that in this lesson they will learn about how the West borrowed from China.
2. Explain that the first trade route between Europe and China was established around 200 B.C. Caravans traveled from China to Persia with silk which was sent on to Rome. A second route was established about 700 A.D. Ships sailed from China to the Middle East. The ships traveled from Canton through the South China Sea to Singapore and across the Indian Ocean into the Red Sea. Goods were transported across land from the Red Sea into the Mediterranean Sea and on to Italy. Provide the students with outline maps of the Eastern Hemisphere on which they can draw and label the two trade routes. Have them label the following places — Peking, Canton, China, South China Sea, Singapore, Indian Ocean, Red Sea, Mediterranean Sea, Italy, Rome, Constantinople. Have them use the map scale to determine the approximate distance of each route.



Data Gathering

3. Provide the students with a list of items that Europe borrowed from China (silk, gunpowder, porcelain, tea, printing, paper, oranges, coal, mariner's compass and zinc). They can choose one item to research. Their report should include the following.
   - how the Chinese discovered it.
   - why the Europeans would want it.
   - how the Europeans transported it from China to Europe.
   - a summary of the importance of the item in Western society.
   - whether this item is still important to society.

Group Work

4. Explain to the students that another part of a country's culture is its food, clothing, language, literature (including folktales), music, art, festivals and architecture. Divide them into groups, and have each group choose one of the areas of Chinese culture to investigate. Using reference materials, have them prepare an oral presentation for the class on their topic. Assist each group with the type of information they should provide. The following music and food examples are suggested.
   - Chinese beliefs about music
   - Brief history of Chinese music
   - Types of instruments used
   - Sample Chinese music on tape or record
   - Types of spices used
   - Types of other ingredients used
   - Variations of cooking in different sections of China
   - Customs in serving the meal
   - Sample recipes
   - Sample meal or dish

Evaluation

- oral questioning
- completion of maps with accuracy
- evaluation of individual reports
- observation of participation in group work

Materials

Books for pupils

Silverberg, Robert. *Wonders of Ancient Chinese Science*. Hawthorn Books.

Books for teachers

Bredon, Juliet. *The Moon Year: A Record of Chinese Customs and Festivals*. Paragon.

Gittings, John. *A Chinese View of China*. Pantheon.

Sample Unit

Suggested Curriculum Guide Format

Unit: Investigating Technology
Level 7

Content/ Concepts	Objectives	Skills	Suggested Activities	Suggested Resources	Evaluation	BSC	CBE
Lesson IV How does Technological Change Affect Careers? 1. work roles and technology 2. change	Performance objectives 1. Identify the interrelationships between work roles and technology. Indicators 1A. List tools used in various careers. 1B. Cite technological changes in various industries 1C. Acquire information about technological changes from guest speakers and field trip guides. 1D. Compile a report on the tools used in a chosen career.	Subject area Social Studies A1, 3, 4, 5, 6; B1, 2, 4, 5, 6, 8, 9, 10; C1, 2, 3, 4, 5, 6, 9 Thinking A1, 2, 3, 4; B1, 2; C1 D1, 2, 3, 6 E2, 5, 6, 8 F1, 2, 4, 5 G1, 4, 5, 6 Study A1, 2, 5, 6, 7, 8, 9 B8, 9, 10, 13 C1, 2	1. Questioning activity Use questions to focus issues to be explored in lesson. 2. Guest speakers Invite speakers into classroom to discuss changes which have occurred in their jobs. 3. Field trip Plan field trip to illustrate effects of technological change.	Esterer, Arnulf K. *Tools, Shapers of Civilization.* Poling, James. *The Story of Tools: How they Built Our World and Shaped Man's Life.*	Oral questioning, observation of student participation, evaluation of student research, evaluation of student presentation to the class.	Problem-solving 1, 2, 6, 8, 11 Reading 1, 10 11 Math 1, 15	Producers 1, 2 Citizen 2

Sample Unit
Investigating Technology

Approach Traditional and interdisciplinary

Grade Level 7

Sample Lesson Titles

I Tools

II What Is Technology?

III Technological Change

IV Technological Change Affects Careers

V The Side Effects of Technological Change

Teaching Strategies

Lesson I	concept learning, data gathering, discussion, oral presentation, group work
Lesson II	concept learning, discussion
Lesson III	group work, brainstorming, data gathering, discussion, data retrieval chart, chart analysis
Lesson IV	guest speakers, field trips, data gathering, concept learning
Lesson V	discussion, concept learning, experimentation, simulation, debate, guest speakers

Lesson I Tools

Concept Objectives

The student will be able recognize and cite examples to illustrate that people invent, learn, borrow and transmit ideas and events (General Objective A6).

Process Objectives

The student will be able to

- acquire information through reading and listening;
- demonstrate a capacity to perceive change as inevitable and natural;
- locate and interpret data from references;
- demonstrate a capacity to group, label, regroup and relabel items;
- organize and lead a small group toward accomplishment of a task;
- state reasons for an advocated position;
- make a single line or bar graph and chart depicting social science data;
- acquire and process information by using thought processes;
- locate and work with information from different sources;
- construct and interpret graphs.

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concept of tool.	The student will be able to • discriminate between tools and nontools. • generate a definition of the concept of tool. • write and illustrate a tool dictionary. • construct a chart and graph illustrating the tools used by the class within a time period. • list types of tools by categories.
• demonstrate knowledge about the historical background of the use of tools.	• compile a list of tools used in a time period. • gather, analyze and present data pertaining to human use of tools.

Procedures

1. Put the following list on the board.

knife	hammer	saw	chair
broom	window	television	scissors
bowl	pot	pulley	candle
shoe	flashlight	wheel	cereal
earring	apple	table	pencil

   Ask the students if they have heard of the word tool. Ask them to explain what the word means. Accept every answer. Have the students review the list of items on the board and identify those which should be classified as tools. Have them explain their answers. Ask the students if their definition of tool was altered in any way after working with the list. If yes, how? Have the students look up the definition of tool in the dictionary. Have them compare their definition with the one in the dictionary. Are they similar or different? Are both definitions valid ones?

2. Have the students make a list of the tools that they have used in the past 24 hours. Make a class chart tallying the results. Have the students illustrate the results with a graph.

3. Divide the students into groups. Give each group a different category of tools, such as kitchen tools, yard tools, household tools, construction tools, etc. Have them brainstorm as many tools for their category as possible and make collages to illustrate the results. They can use drawings or magazine pictures.

4. Have the students compile a tool dictionary. Give each student a different letter of the alphabet. Have them compile a list of tools beginning with their letter, alphabetize the list, write definitions for each entry and draw illustrations. Put the students' contributions together to make the class dictionary.

5. Divide the students into groups. Give each group one of the following assignments. Students can make additions to or deletions from this list according to their interests.

   - Using library resources, research early use of hand tools. Prepare a presentation for the class.
   - Using library resources, research early man's use of fire as an energy source. Prepare a presentation for the class.
   - Using library resources, research the use of water as an energy source. Prepare a presentation for the class.
   - Using library resources, research the invention of the wheel. Prepare a presentation for the class.
   - Using library resources, research the use of steam as an energy source. Prepare a presentation for the class.

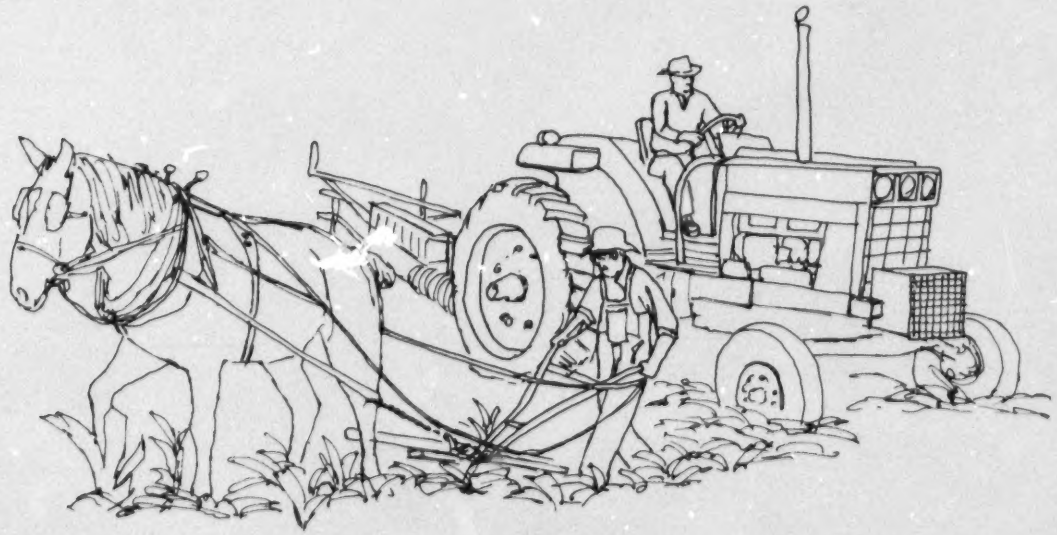
Materials

Books for Students

Burlingame, Roger. *Machines That Built America*. Harcourt Brace.

Hartman, Gertrude. *Machines and the Men Who Made the World of Industry*. Macmillan.

Shippen, Katherine. *Miracle in Motion: The Story of America's Industry*. Harper and Row.



Lesson II What Is Technology?

Concept Objective

The student will be able to recognize and cite examples to illustrate that change and continuity are historical constants (General Objective A7).

Process Objectives

The student will be able to

- demonstrate a capacity to perceive change as inevitable and natural;
- demonstrate an ability to make comparisons;
- acquire information through listening and observing;
- acquire and process information by using thought processes;
- state reasons for an advocated position;
- formulate hypotheses based on evidence;
- work with information from different sources;
- listen and obtain the views of others;
- organize information in a usable form.

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concept of technology.	The student will be able to • write a definition of technology. • summarize data from audiovisual presentations. • illustrate the present level of technology by using pictures. • write an essay or paragraph explaining how technology affects their lives.

Procedures

1. Put the following list on the board.

   horse and buggy — automobile
   bicycle — motorcycle
   airplane — space ship
   herbs — aspirin
   fire — nuclear energy

   Ask the students

   - What does each pair of words have in common?
   - How are the first words in each pair alike?
   - How are the second words in each pair alike?
   - Can you name other pairs to add to the list?

   Ask the students

   - Have you heard of the word technology?
   - What does it mean?

   If the students have trouble answering, refer them to a dictionary.

   Have the students write their own definition for technology.

2. Expand the concept of technology by showing filmstrips or films. See Materials for suggestions. After the students view the audiovisuals, have them write at least five things they learned.

   Example: I learned that _____.

3. Have the students bring magazines to class and find pictures to illustrate our present level of technology, such as airplanes, cars, telephones, trains, computers, etc. Have them make collages with their pictures.

4. Have the students write an essay or paragraph (depending on their ability level) which explains how technology affects their lives. Allow them to share their work and discuss it in class.

Evaluation

Oral questioning of students, completion of "I learned" statements, participation in making collages, evaluation of essays or paragraphs

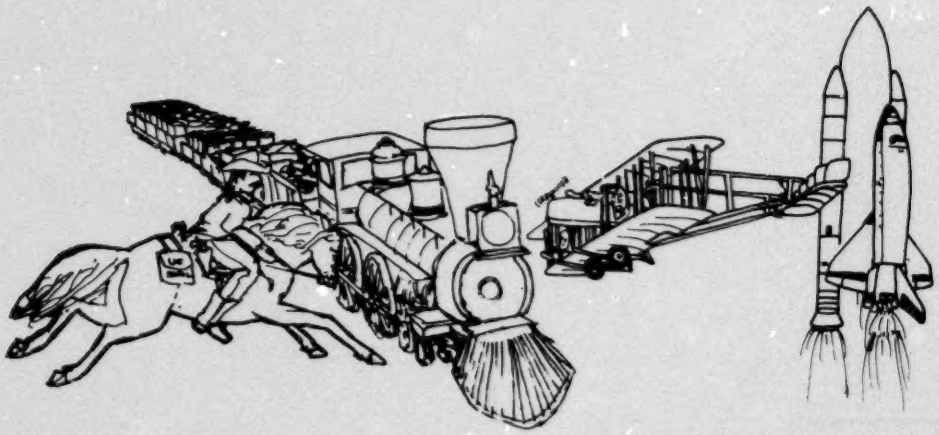
Materials

Books for Teachers

Crowther, James G. *Discoveries and Inventions of the Twentieth Century*. E. P. Dutton.

Leyson, B.W. *More Modern Wonders and How They Work*. Dutton.

Oliver, John William. *History of American Technology*. Ronald Press.



Books for students

Bendeck, Jeanne. *The First Book of Airplanes*. Franklin Watts.

Bendeck, Jeanne. *The First Book of Automobiles*. Watts.

Bendeck, Jeanne. *The First Book of Space Travel*. Watts.

Blow, Michael. *Men of Science and Invention*. Harper & Row.

Clarke, Mary A. *Pioneer Iron Works*. Chilton Book Co.

Cothrin, Marion. *Buried Treasure: The Story of America's Coal*. Coward-McCann.

Fermi, Laura. *The Story of Atomic Energy*. Random House.

Green, Erma. *Let's Go to a Steel Mill*. G. P. Putnam's Sons.

Halacy, Daniel S. *Energy and Engines*. World Publishing Co.

Hays, Wilma Pitchford. *Samuel Morse and the Electronic Age*. Franklin Watts.

Hill, Ralph Nading. *Robert Fulton and the Steamboat*. Random House.

Holbrook, Stewart Hall. *The Story of American Railroads*. Crown.

Hubbard, Freeman. *Great Trains of All Time*. Grosset and Dunlap.

Hutchinson, William M. and Spielberg, Kurt. *The Book About Space Travel*. Follett Publishing Co.

Lewellen, John B. *Jet Transports*. Crowell.

Lewellen, John B. *You and Atomic Energy*. Children's Press.

McCready, Albert. *Railroads in the Days of Steam*. Harper & Row.

Nathan, Adele. *The Building of the First Transcontinental Railroad*. Random House.

Pratt, Fletcher. *All About Rockets and Jets*. Random House.

Pratt, Fletcher and Coggins, Jack. *Rockets, Satellites and Space Travel*. Random House.

Reynolds, Quentin. *The Wright Brothers: Pioneers of American Aviation*. Random House.

Shelton, William R. *Countdown: The Story of Cape Canaveral*. Little Brown.

Shippen, Katherine B. *Andrew Carnegie and the Age of Steel*. Random House.

Stevenson, O. J. *The Talking Wire*. Messner.

Films

Making the Things We Need. Encyclopedia Britannica Educational Corp.

Man and His Tools. McGraw-Hill Book and Education Services Group.

Filmstrips

From Agriculture to Industry (Culture of Regions: Mid-Atlantic Series). Filmstrip House.

How Automation Affects Your Life. Popular Science Publishing Co.

Industrial Revolution in the United States. Curriculum Materials Corporation.

Man's Use of Power Through the Ages. Popular Science Publishing Co.

Man the Toolmaker. BFA Educational Media.

Lesson III
Technological Change

Concept Objective

The students will be able to recognize, describe and compare how they, other people, societies, cultures and physical phenomena change over time (General Objective A1).

Process Objectives

The student will be able to

- acquire information through reading, listening and observing;
- frame productive questions;
- compile survey instruments to gather specific data;
- locate and interpret data from references;
- demonstrate an ability to make comparisons;
- organize information;
- demonstrate a growing capacity to perceive change as inevitable and natural;
- acquire and process information by using thought processes;
- sequence terms which denote time and arrange a series of events in chronological order;
- demonstrate a growing capacity to propose alternative possibilities for existing realities;
- listen and obtain the views of others;
- use rational criteria for making evaluations.

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate knowledge about changes in the level of technology over a period of time.	The student will be able to • compile a time line illustrating technological changes in a particular field. • complete a data retrieval chart and use it to make comparisons. • conduct an interview with an older relative about technological changes in that person's lifetime. • illustrate and write an explanation of an imaginary invention for the future.

Procedures

1. Introduce the concept of technological change by asking the students the following questions.
   - You now know about the concepts of tools and technology. In your lifetime have you noticed any changes in the types of tools we use or our level of technology?
   - What changes have you noticed in communication?
   - What changes have you noticed in transportation?
   - What changes have you noticed in toys?
   - What changes have you noticed in kitchen tools?
   - What changes have you noticed in yard tools?
   - What changes have you noticed in educational equipment?
   - What changes have you noticed in farming?
2. Divide the students into groups. Have each group select a particular area of technology to investigate, such as communication, transportation by air, by water, by land, energy, farming, etc. Have students use reference books to develop a time line illustrating technological changes in areas of their choice. Sheets of butcher paper should be used. The time lines should include title, dates, written explanations, drawings. The group can explain their completed time lines to class. Display the time lines in the class.
3. Using the information from their time lines and reference books, have the students complete a data retrieval chart to help them to make comparisons.

   Upon completion of the charts ask the following questions.
   - What period would you enjoy living in the most? Why?

Data Retrieval Chart

	Military	Transportation	Farming
1700s			
1800s			
1900s			

	Communication	Industry	Energy
1700s			
1800s			
1900s			

Sample Interview Form

Name _____

Relationship to student _____

Age _____

In your lifetime what changes have you seen in automobiles?

What changes have you seen in radios and televisions?

What changes have you seen in mass transit?

What changes have you seen in air transportation?

How do you feel about the progress you have witnessed?

What changes do you think you'll see in the future?

- Has the technology in a particular category advanced more rapidly than another? Explain.
- If you were an inventor or scientist, in what technology would you like to make contributions? Why? What contributions would you like to make?
- What changes will we see in the future?

4. Have the students interview their parents, grandparents, etc., concerning technological changes that they have seen in their lifetimes. Have the class compile five to 10 questions for the interviews such as those shown on the sample interview form.

Students may wish to tape the interviews or take notes. Allow them to share interesting portions of their interviews with the class.

Have the students evaluate their interviewing experience. Ask the following questions.

- What did you enjoy most about your experience?
- What did you enjoy least about your experience?
- What was the most difficult part of the interview?
- What was the easiest part of the interview?
- If you had to do it over, would you change your procedure? If yes, how?

Have each student think up an invention of the future. They should illustrate the invention and write an explanation of it. Allow the students to share their inventions. Discuss the feasibility of each one.

Evaluation

Oral questioning, evaluation of time lines, teacher observation of group work, evaluation of charts, participation in interviewing procedures, completion of an imaginary future invention.

Materials

Books for Teachers

Wilson, G. Lloyd. *Transportation and Communication*. Appleton-Century-Crofts.

Books for Students

Bachman, Frank P. *Great Inventors and Their Inventions*. American Book Company.

Richard W. Bishop. *From Kite to Kitty Hawk*. Thomas Y. Crowell.

Buehr, Walter. *Railroads Today and Yesterday*. G.P. Putnam's Sons.

Fisher, Douglas A. *Steel: From the Iron Age to the Space Age*. Harper & Row.

Foster, G. Allen. *Communication from Primitive Tom-Toms to Telstar*. Criterion.

Hirsch, Carl. *This Is Automation*. The Viking Press.

Reck, Franklin M. *The Romance of American Transportation*. Crowell.

Spencer, Cornelia. *More Hands for Man: A Brief History of the Industrial Revolution, 1760-1850*. The John Day Company.

Lesson IV
How Technological Change Affects Careers

Concept Objectives

The students will be able to

- recognize and cite examples to illustrate that people invent, learn, borrow, and transmit ideas and events; students will recognize that this behavior, in part, distinguishes humans from other living things (General Objective A6).
- recognize and cite examples to illustrate that change and continuity are historical constants (General Objective A7).

Process Objectives

The student will be able to

- demonstrate a growing capacity to perceive change as inevitable and natural;
- acquire information by listening to more than one source;
- acquire information by listening and observing;
- locate and interpret suitable data from references;
- listen and obtain the views of others;
- acquire and process information by using thought processes;
- work with information from a variety of sources;
- combine experiences into larger, more inclusive concepts.

Performance Objective	Indicators/Tasks
The student will be able to • identify the relationships between work roles and technology.	The student will be able to • list tools used in various careers. • cite technological changes in various industries. • acquire information about technological changes from guest speakers and field trip guides. • compile a report on the tools used in a chosen career.

Procedures

1. Introduce the lesson by asking the following questions. Explain to the students that they will learn more about the interrelationships between work roles and technology in this lesson.
   - What types of tools does your father use in performing his job?
   - What types of technological changes has your father seen in his job?
   - What types of tools does your mother use in performing her job?
   - What types of technological changes has your mother seen in her job?
   - What types of tools do you use in performing your work assignments?
   - What types of technological changes have you noticed in your work assignments?
   - How does technology affect the job market?
2. Invite the career education, vocational education and home economics teachers to discuss tools used in various careers. Ask them to demonstrate some of these tools. Culminate this activity by asking the students the following questions.
   - Of the careers we've discussed today, which ones have had the most technological changes in the past 25 years?
   - What types of adjustments did the people in these careers have to make?
   - Which one of the careers appealed to you? Explain.
3. Have the students choose a career which interests them. Using reference materials, have them research the types of tools that they would use in their careers. Also have them research the types of technological changes made in their chosen career. Have them share this information with their classmates.

4. Have the students make a list of careers which interest them. Invite guest speakers from various careers to talk to the students about tools used in their trade or profession. Have them discuss technological changes in their field and how these changes have affected them.

5. Plan a field trip or trips to local industries for students to view such concepts as assembly lines, automation, mass production, etc. Have the tour guides discuss the effects of technological changes on their industry. Upon returning from the field trip, ask the students

   - which job at the industry visited interested them the most? Why?
   - which job interested them the least? Why?
   - has technological change had a positive or negative effect on that industry?

Evaluation

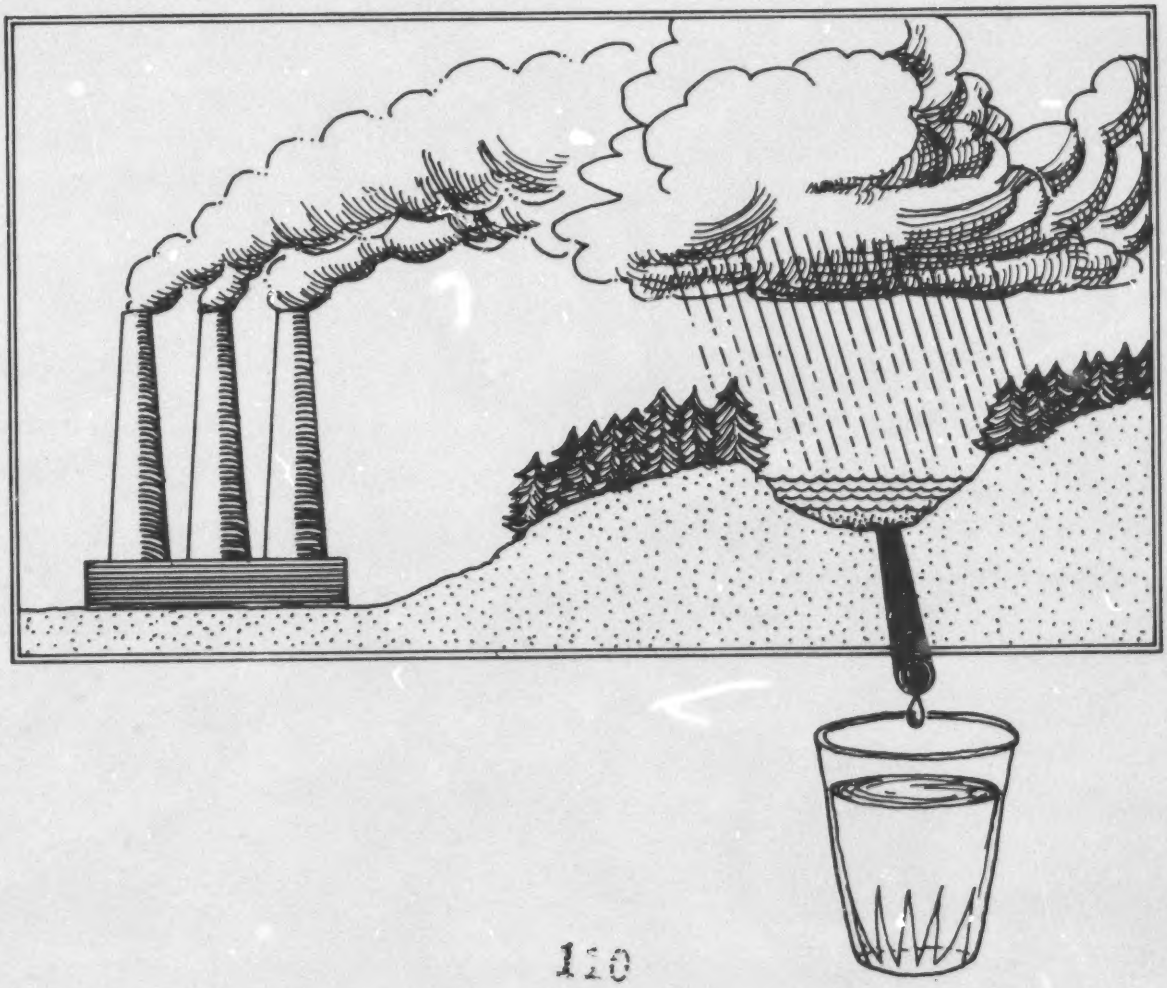
Oral questioning, observation of student participation, evaluation of student research, evaluation of student presentation to the class.

Materials

Books for Students

Esterer, Arnulf K. *Tools, Shapers of Civilization.* Julian Messner.

Poling, James. *The Story of Tools: How They Built Our World and Shaped Man's Life.*



Lesson V
The Side Effects of Technological Changes

Concept Objective

The students will be able to identify, explain, and evaluate causes and effects of particular changes (physical, social, political, cultural, economic) (General Objective A4).

Process Objectives

The student will be able to

- acquire information through reading, listening and observing;
- locate and interpret data from references;
- organize and lead a small group in accomplishing a task;
- demonstrate a capacity to propose alternative possibilities for existing realities;
- present opposing views and statements;
- identify and clearly define a problem;
- listen and obtain the views of others;
- acquire information through observation;
- make inferences about a situation through observing;
- recognize and state a problem;
- formulate hypotheses based on evidence;
- state reasons for advocated position;
- combine experiences into larger, more inclusive concepts;
- make cross-sectional comparisons.

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the side effects of technology on life styles, economy and environment.	The student will be able to • list the benefits of technology. • list the negative side effects of technology. • find news articles about the side effects of technology. • draw a political cartoon to illustrate one or more side effects of technology. • debate opinions about technological change. • participate in a simulated trial of a person for crimes against nature. • find evidence of pollution on a nature walk. • participate in a scientific experiment on pollution and write a hypothesis and conclusion. • participate in a simulation of a city council meeting where the pros and cons of nuclear power are listed and explained.

Procedures

1. Discuss the benefits of technology with the class.
   - It has increased production of goods and services.
   - It has reduced the amount of labor needed to produce goods and services.
   - It has made people's labor easier.
   - It has given them higher living standards.
2. Invite a senior citizen to speak to the class concerning living standards today compared to years ago.
3. Discuss the negative side effects of technology — environmental pollution, the depletion of natural resources, technological unemployment and the creation of unsatisfying jobs.
4. Have the students collect news articles which illustrate or explain the benefits or side effects of technology. Discuss the articles in class. Develop a bulletin board or scrapbook to display the articles.
5. Show the students examples of political cartoons in the local newspapers. Have them draw

their own political cartoons showing the benefits or side effects of technology. After the students complete their cartoons, display them. Some students may wish to write an editorial to be included with their cartoons.

6. Plan a debate. The debate proposition should be "Resolved, technology has more positive side effects than negative side effects." Choose two students to be on the affirmative team and two students to be on the negative team. The order of the debate should be as follows.

   First affirmative introductory speech
   First negative introductory speech
   Second affirmative speech
   Second negative speech
   First negative rebuttal
   First affirmative rebuttal
   Second negative rebuttal and closing summation
   Second affirmative rebuttal and closing summation

   Have the audience evaluate the debate by asking the following questions.

   - Which side had the most convincing argument?
   - Which side do you agree with?
   - If you had been a debater, would you have said anything differently? If yes, what?

7. Have the class simulate a trial where the human race is tried for crimes involving natural resources (land abuse, air pollution, water pollution, etc.). Witness for the defense should include Mr. Higher Living Standards, Mr. Easier Labor, Mrs. Increased Production, Mr. More Leisure Time, Mrs. Technology. Have the class brainstorm others. Witnesses for the prosecution should include Mr. Strip Mining, Mrs. Air, Mr. Water, Mrs. Wildlife, Mr. Earth. Have the class brainstorm others. Students should also play the roles of judge, bailiff, stenographer, defense attorney, prosecuting attorney, defendant, jury foreman, jury members. Before the trial meet with students to discuss their roles. Discuss the procedure of the trial with the entire class. At the end of the simulation, evaluate the experience by asking the students the following questions.

   - What did you enjoy most about the simulation?
   - What did you enjoy the least about the simulation?
   - What did you learn from the simulation?
   - If we did it again, is there another role that you would like to portray? If yes, which one?
   - If we did it again, would you make any changes in our procedure? If yes, what?

8. Take an observation walk in your neighborhood or in an industrial neighborhood. Have the students take notes concerning any evidence of pollution and share their observations after the walk.

9. Invite the science teacher to demonstrate experiments to illustrate pollution. One example is below.

   Cut two sets of 6" × 6" white cardboard squares. Number each set from one to five. Put a thin layer of vaseline on each card. Tape one set of cards on the exterior of the building. Tape the other set on the inside of the building. Have the students write an hypothesis for the experiment before it begins. Throughout the experiment have them write the procedure they are following and their daily observations. Each day they should observe the particles that stick to the squares. Each day remove one square from the outside and the inside. Have the students compare the squares. Discuss the results. Continue this process for five days. At the end of the experiment have the students write their conclusions. In their conclusion they should state whether their original hypothesis was correct or incorrect.

10. Have students pretend that they are the earth or the atmosphere. Have them write a letter to humanity explaining their feelings about the effects of technology upon them. Have students read the letters to the class.

11. Simulate a city council meeting. The item on the agenda is the building of a nuclear power plant near the city. Have students play the roles of city council members, mayor and witnesses. Discuss the roles with the students and allow them preparation time for research. Make sure various viewpoints will be presented in the simulation. After the simulation have the students evaluate the experience by answering questions (see procedure #7).

Evaluation

Participation in discussion sessions, participation in class activities, evaluation of political cartoons and editorials, oral questioning, evaluation of performance in simulations, evaluation of written data on scientific experiment, evaluation of letter

Materials

Books for Teachers

Leinwand, Gerald, ed. *The Future* (Problems of American Society Series). Simon and Schuster.

Needham, Dorothy. *Pollution: A Handbook for Teachers*. Scholastic Book Services.

Perry, John. *Our Polluted World: Can Man Survive?* Franklin Watts.

Toffler, Alvin. *Future Shock*. Random House.

Books for Students

Marshall, James. *The Air We Live in - Air Pollution*. Coward-McCann.

McCoy, J. J. *Shadows over the Land*. Seabury Press.

Georgia Studies

The first law which required students in Georgia schools to study Georgia history and government was passed in 1923 and updated in 1953. When the Adequate Program for Education in Georgia law was passed in 1974 this requirement was retained, although no grade placement or time span is specified.

Some interpretations have been formulated and circulated from the Office of Instructional Services. When the state went to a 12 grade requirement for high school graduation, many systems placed Georgia history and government in the eighth grade. A number of decisions have reinforced this decision. The State Board of Education adopted the *Guide to Social Studies* in 1962, which placed it in the eighth grade, and the *Curriculum Framework for Georgia Schools*, also reinforced it. Most systems continue to offer it at the eighth grade level, although a few systems offer it at the seventh grade. Most instructional materials have been developed for the eighth grade level.

The question of time allotted to the Georgia Studies Program was raised when some school districts began developing a quarter system. Although the law does not specify a time requirement, a June 9, 1971, memorandum of the Office of Instructional Services advised these systems that the requirements could be met by a minimum of two quarters. Thus, two thirds of a school term would be required. The arrangement of the time requirement can be fiexible, but a specific number of instructional hours should be given to meet the requirement.

At the present time, most systems have a full year program in which students have the opportunity to do considerable work in Georgia Studies — history, geography, culture, economics and state and local government. The following format is offered as an example for the development of a Georgia Studies Program.

Suggested Curriculum Guide Format

Unit: Founding of Georgia
Level 8

Content/ Concepts	Objectives	Skills	Suggested Activities	Suggested Resources	Evaluation	BSC	CBE
Lesson II The Charter of Georgia 1. charter 2. land grant 3. trustees	Performance objective 1. Demonstrate an understanding of the contents of the *Georgia Charter of 1732*. Indicators 1A. List the three reasons for the founding of Georgia. 1B. Identify the function of the trustees. 1C. Construct an outline map of the original land grant for Georgia. 1D. Define charter	Subject Area Social Studies A1, 2, 4, 8; D3a, 4b, 4c, 6b, 6e, 6f Thinking A1, 3; B1, 2,; C3; D1, 2, 3; E2, 3, 4, 5, 6, 8; F2, 4; G4, 5, 6 Study A1, 7; B2, 8; C2, 3, 5	1. Reading activity Give each student a copy of Georgia charter and have them add proper punctuation. 2. Map activity Using an outline map, have students transfer information from charter to map.	Albert B. Saye, ed., *Georgia Charter of 1732*	1. Evaluate completion of suggested activities. 2. Outline the structure of a charter and compare types of charters.	Problem-solving 2, 4, 6, 8, 10, 11 Reading 2, 3, 5, 8, 9, 10, 11, 13 Math 14, 15, 17	Citizen 1, 2, 3

Sample Unit
The Founding of Georgia

Approach Interdisciplinary

Grade Level 8

Sample Lesson Titles

I Types of Colonies

II The Charter of Georgia

III Selecting the Colonies

IV Early Days of the Savannah Settlement

Teaching Strategies

Lesson I data retrieval chart

Lesson II inquiry model (primary source)

Lesson III inquiry model; data analysis; role play

Lesson IV content analysis/role play; inquiry model

Lesson I Types of Colonies

Concept Objectives

The students will be able to

- give examples, analyze and evaluate how all nations are interdependent economically, socially, politically and culturally. (General Objective D1);
- illustrate, analyze and evaluate how regional specialization implies interaction with other areas for the exchange of goods and services (General Objective D5);
- illustrate, compare, analyze and evaluate how people's social and economic relationships and behavior are affected by their geographic distribution (General Objective D10);
- illustrate and evaluate how in all societies persons and groups have acted to seek better economic, political and social opportunities (General Objective E12).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- locate and work with information from a variety of sources;
- organize information in a usable form;
- construct and interpret graphs, charts, tables and cartoons.

Materials

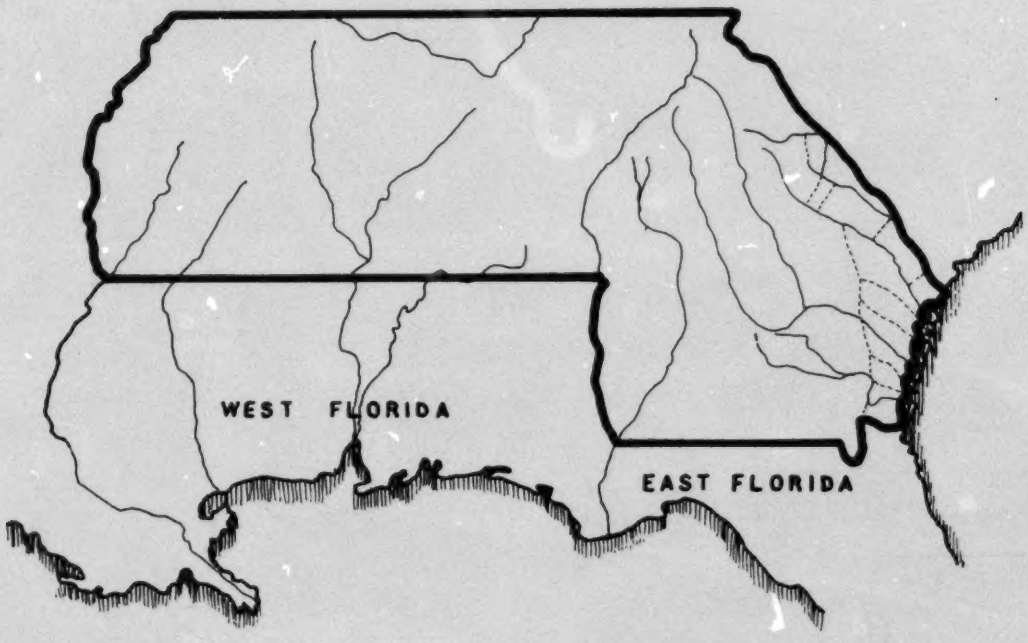
Textbook or film, filmstrip, minilecture.

Teaching Technique

Data retrieval chart

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the concepts of colony and mercantilism.	The student will be able to • complete a chart identifying the four types of English colonies. • define mercantilism and describe the role of the Georgia colony in the process.

GEORGIA IN 1765



Procedure

Give students background information on what a colony is, the four basic types of colonial government and why European countries wanted to colonize the New World. The background information could be provided in the form of a minilecture, a textbook selection or filmstrip. To help students organize the information for easy retrieval, have them complete a chart which resembles the following.

Review student answers from the worksheet. Students should understand the concepts of colony and mercantilism. The background lesson should also explain why the governments of Europe desired land in the New World and how these concepts tie in.

Sample questions to ask while working with the data retrieval chart.

- Describe the differences between the four types of English colonies.
- Explain the reasons for colonization.
- Why were trading companies organized?
- What control did the people of the royal colonies have over their government?

Evaluation

Student evaluation will consist of successful completion of the data retrieval chart and participation in class discussion. A pop quiz matching terms with their definitions can also be used.

Data Retrieval Chart

Type of Colony	Description	Examples
Proprietary		
Trading Company		
Charter Colony		
Royal Colony		

Lesson II The Charter of Georgia

Concept Objective

The students will be able to illustrate, analyze and evaluate how individuals and groups have always attempted to achieve a sense of justice and reason in their human interactions and in the establishment, operation and evaluation of their institutions (General Objective C7).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- work with a group as either leader or follower until a task is complete;
- locate places in relation to land and water masses.

Materials

Copies of excerpts from Georgia's Charter (1732) for each student; outline map of the United States for each student.

Teaching Technique

Inquiry model (primary source)

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the contents of the **Georgia Charter of 1732.**	The student will be able to • list the three reasons for the founding of Georgia. • identify the function of the trustees. • construct an outline map of the original Georgia land grant. • define charter.

Procedures

1. Distribute copies of the Georgia Charter to each member of the class. Have them notice that there is no punctuation. To insure that they read the document in a meaningful manner, ask them to work individually or in pairs to add proper punctuation marks. When the students have read the document, ask them to list the three basic reasons given for the founding of Georgia. Other questions are listed below.
   - Which reason do you think was the most important to the king? Why?
   - Which reason do you think was the most important to the people in the other English colonies? Why?
   - What type of colony was Georgia, trading company, charter, proprietary, royal? Justify your answer.
   - Who were the trustees and what was their responsibility?
   - Was religious freedom guaranteed to all residents of the colony?
2. Using the description of the land King George gave to the trustees, draw how Georgia looked on a map. Ask the students
   - What states now exist where Georgia originally was to be located?
   - Why do you think the king gave such a large amount of land to the trustees?

Evaluation

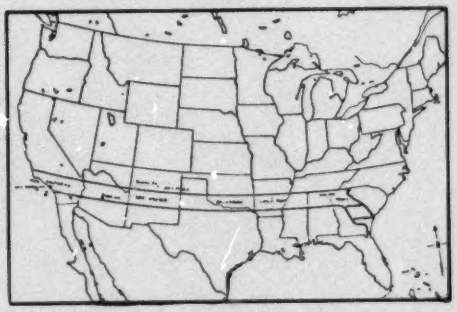
Student evaluation should include completion of the activities related to the charter. Other questions might include those listed below.

- Why was England interested in seeing that Georgia was settled?
- Towns in Georgia are granted charters which allow them to set up governments. Who grants these charters? Compare this type of charter to the type granted to the trustees. How are they alike? Different?
- Compare the organization and purposes of the local board of education with those of the Trustees of the Colony of Georgia. What are the similarities? Differences?
- How are Georgia's present boundaries different from the original boundaries as described in the charter?

Excerpts from Georgia's Charter of 1732*

George the Second by the Grace of God To all to whom these Presents shall come Greeting wheras we are Credibly Informed that many of our Poor Subjects are through misfortunes and want of Employment reduced to great necessities insomuch as by their labour they are not able to provide a maintenance for themselves and Families and if they had means to defray the Charge of Passage and other Expenses incident to new Settlements they would be Glad to be Settled in any of our Provinces in America whereby Cultivating the lands at present wast and desolate they might not only gain a Comfortable Subsistence for themselves and families but also Strengthen our Colonies and Encrease the trade Navigation and wealth of these our Realms And whereas our Provinces in North America have been frequently Ravaged by Indian Enemies more Especially that of South Carolina which in the late war by the neighbouring Savages was laid wast with Fire and Sword and great numbers of the English Inhabitants miserably Massacred And our Loving Subjects who now Inhabit these by reason of the Smallness of their numbers will in case of any new war be Exposed to the like Calamities in as much as their whole Southern Frontier continueth unsettled and lieth open to the said Savages And whereas wee think it highly becoming Our Crown and Royal Dignity to protect all our Loving Subjects be they never so distant from us to Extend our Fatherly Compassion even to the meanest and most unfortunate of our people and to relieve the wants of our above mentioned poor Subjects And that it will be highly Conducive for accomplishing those Ends that a Regular Colony of the said poor people be Settled and Established in the Southern Frontiers of Carolina and whereas wee have been well Assured that if wee would be Graciously pleased to Erect and Settle a Corporation for the receiving managing and Disposing of the Contributions of our Loving Subjects divers persons would be Induced to Contribute to the uses and purposes aforesaid know yee therefore that wee have for the Considerations aforesaid and for the better and more Orderly Carrying on the said good purposes of our Especial Grace certain Knowledge and Meet Motion Willed Ordained Constituted and Appointed And by these Presents for us

How the description of the Colony of Georgia appears on a modern map.



our heirs and Successors Do Will Ordain Constitute Declare and Grant That our Right Trusty and Wellbeloved John Lord Viscount Percival of our Kingdom of Ireland Our trusty and Wellbeloved Edward Digby George Carpenter James Oglethorpe George Heathcote Thomas Tower Robert More Robert Huchs Rogers Holland William Sloper Francis Eyles John Laroche James Vernon William Belitha Esquires Stephen Hales Master of Arts John Burton Batchelor in Divinity Richard Bundy Master of Arts Arthur Bedford Master of Arts Samuel Smith Master of Arts Adam Anderson and Thomas Coram Gentlemen and Such other persons as shall be Elected in the manner hereinafter mentioned and their Successors to be Elected in manner as hereinafter is directed be and shall be one Body Politick and Corporate in Deed and in name by the Name of The Trustees for Establishing the Colony of Georgia in American. . . .

. . . . all those lands Countries and Territories Situate lying and being in that part of South Carolina in America which lies from the most Northern Stream of a River there commonly called the Savannah all along the Sea Coast to the Southward unto the most Southern Stream of a certain other great water or River called the Altamaha and Westward from the heads of the said Rivers respectively in Direct Lines to the South Seas. . . .

. . . . there shall be a liberty of conscience allowed in the Worship of God to all persons Inhabiting or which shall Inhabit or be Resident within our said Province And that all such persons Except Papists shall have a Free Exercise of their Religion. . .

120

*Albert B. Saye, ed., *Georgia Charter of 1732*, Athens: University of Georgia Press, 1942, pages 19-21, 39, 49.

Lesson III Selecting the Colonists

Concept Objectives

The students will be able to

- recognize and illustrate that throughout history, people have worked to meet common human needs and to satisfy human desires and aspirations (General Objective B4).
- compare and analyze how cultural patterns are related to other phenomena, such as geographic location and general historical period of a people (General Objective B19).
- illustrate and evaluate how in all societies people have sought better economic, political and social opportunities (General Objective E12).

Process Objectives

The student will be able to

- construct and interpret graphs, charts, tables and cartoons;
- ask pertinent questions related to the data analyzed on charts and graphs;
- formulate hypotheses based on evidence;
- use accumulated evidence to accept or reject hypotheses;
- present opposing views and statements;
- listen and obtain the views of others;
- state reasons for advocated position;
- acquire and process information by using thought processes.

Materials

Copies of "List of Passengers on the *Ann*" for each student (see Temple, S.B. and K. Coleman. *Georgia Journeys*, Athens: University of Georgia Press, 1961, pages 295-299.

Teaching Technique

Inquiry model; data analysis; role play

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an ability to interpret a data chart on the colonization of Georgia.	The student will be able to • construct graphs from raw data for easier interpretation. • develop hypotheses from raw data concerning the type of person who colonized Georgia.
• demonstrate an understanding of the complexity of colonization.	• express a point of view concerning the quality of life in the New World via role playing. • develop a list of criteria for selecting qualified colonists.

Procedures

1. Distribute copies of "List of Passengers on the *Ann*" to each student and have them examine the list and tally items such as
   - number of families who made the voyage
   - number of children who made the voyage
   - average age of the adult colonists
   - number of people who had died
   - number of people who left the colony
   - the variety of jobs represented
   - any other appropriate tally

   Tallying can be divided among students. Groups can divide the list and each group be responsible for one particular item.

   Have the students display their findings graphically to make it easier to interpret. Help them to determine the most effective means of display — circle graph, bar graph, line graph, etc.

2. After the students have completed the above, have them formulate hypotheses based on their findings. The following questions may aid them.
   - Why do you think families were encouraged to become colonists?
   - Who was more likely to leave Europe, a young, middle-aged or older person? Why?
   - Were there more men or women among these first colonists? Why?
   - What generalization could be made about the quality of life in Georgia?

- What occupations seem over-represented? Under-represented?
- Do you feel any occupations listed were unnecessary? Are there any not listed that you feel should be?

3. Based on what you have learned about life in the colony, conduct a role-play activity in which you are trying to convince
   - your parents to move your family to Georgia. (Your parents want to stay in England.)
   - your husband/wife to go to the New World. (He/she would rather stay in England.)
   - General Oglethorpe to take you on the *Ann* with him. Convince him you would be of valve to the colony. He does not want to take you.

   Be sure to list arguments in your favor before you begin. After you have completed the activity once, reverse roles with your partner. Are you able to see their point of view?

4. Prepare a recruitment advertisement to place in newspapers in England. Describe the type of person you, a trustee, are looking for — the benefits of being one of the first colonists, the responsibilities expected of a colonist, etc. Include any other information you think may convince people to sign up for the voyage.

   For those people who respond to your ad, have an application form for them to fill in. Decide what information would be useful to you as a trustee in choosing the best applicants, and put those questions on the application.

Evaluation

Evaluation would consist of successful completion of the four activities listed above. Additional subjects for evaluation might include

- How were the first settlers selected?
- In a short paragraph describe the first group of colonists.
- Make a list of jobs parents in this class hold. Compare this list to that of the first colonists. Which are the oldest methods of earning a living still present in the community? Which jobs appear to no longer exist?

LIST OF PASSENGERS ON THE *ANN*

Name	*Age*	*Occupation and Family Connection*	*Savannah Lot No.*	*Official Position in Georgia*	*Disposition by 1754*
Amatis, Paul		Italian silk man		Gardener and silk care	Dead, Dec., 1736
Bowling, Timothy	38	Potash maker	35		Dead, Nov. 5, 1733
Calvert, Mary	42	Wife of William			Dead, July 4, 1733
Calvert, William	44	Trader in goods	77		No record after 1738
Cameron, John (Richard)	35	Servant to Francis Scott			To S.C.
Cannon, Clementine	3	Daughter to Richard			Supposedly murdered (?)
Cannon, James	7 mo.	Son to Richard			Dead, on *Ann*, Nov. 26, 1732
Cannon, Marmaduke	9	Son to Richard			No record after 1741
Cannon, Mary	33	Wife to Richard			Dead, July 22, 1733
Cannon, Richard	36	Calendar & carpenter	5		Dead, 1735
Carwell, James	35	Peruke maker	4	Keeper of workhouse	No record after 1741
Carwell, Margaret	32	Wife to James			Dead, Sept. 7, 1733
Causton, Thomas	40	Calico printer	24	Bailiff, public storekeeper	Dead, 1746
Christie, Thomas	32	Merchant	19	Bailiff, recorder	In S.C. (?)
Clark, Charles	11	Son to Robert			Dead, no date
Clark, James	9 mo.	Son to Robert			Dead on *Ann*, Dec. 22, 1732
Clark, John	4	Son to Robert			No record after 1740
Clark, Judith	24	Wife to Robert			Perhaps in Georgia
Clark, Peter	3	Son to Robert			No record after 1740
Clark, Robert	37	Tailor	37		Dead, April 18, 1734
Close, Ann	2	Daughter to Henry			Dead, April 2, 1734
Close, Hanna	32	Wife to Henry			To Scotland, May, 1740
Close, Henry	42	Clothworker	40		Dead, Dec. 14, 1733
Coles, Anna	32	Wife to Joseph			Apparently still in Ga.
Coles, Anna	13	Daughter to Joseph			" " " "
Coles, Joseph	28	Miller and baker	27		Dead, Mar. 4, 1734/5
Cooper, Joseph	37	Writer	20		Dead, March 29, 1735
Cormock, Mary	11	Servant to Noble Jones			No record
Cox, Eunice	3	Daughter to William			To England, 1734
Cox, Frances	35	Wife to William			To England, 1734
Cox, William	41	Surgeon	6		Dead, April 6, 1733
Cox, William	12	Son to William			To England, 1734
Ellis, Thomas	17	Servant to Noble Jones	55		No record after 1738
Fitzwalter, Joseph	31	Gardener	8	Constable, public gardener	Dead, Oct. 28, 1742
Fox, Walter	35	Turner	2	Port gunner, tything man	Dead, Dec. 30, 1741
Goddard, Elizabeth	42	Wife to James			Dead, July 28, 1733

Name	Age	Occupation and Family Connection	Savannah Lot No.	Official Position in Georgia	Disposition by 1754
Goddard, Elizabeth	5	Daughter to James			No record after 1735
Goddard, James	35	Carpenter and joiner	1		Dead, July, 1733
Goddard, John	9	Son to James			No record after 1743
Gordon, Katherine	28	Wife to Peter			To England
Gordon, Peter	34	Upholsterer	23	Bailiff	To England, April, 1738
Gready, John	22	Farmer	3		Apparently in S. C.
Greenfield, Charles	16	Nephew to Wm. Calvert			No record after 1738
Greenfield, Sarah	16	Niece to Wm. Calvert			Apparently to S. C.
Greenfield, William	19	Nephew to Wm. Calvert			No record after 1738
Hicks, Mary		Servant to Richard Cannon			No record after 1733
Hodges, Elizabeth	16	Daughter to Richard			Dead, Aug. 4, 1735
Hodges, Mary	42	Wife to Richard	17		Apparently in Georgia
Hodges, Mary	18	Daughter to Richard			Dead, March 24, 1738
Hodges, Richard	50	Basketmaker	17	Bailiff	Dead, July 20, 1733
Hodges, Sarah	5	Daughter to Richard			Apparently in Georgia
Hughes, Elizabeth	22	Wife to Joseph			Dead, June 5, 1740
Hughes, Joseph	28	Cider trade, understands writing and accounts	16	Storekeeper to Trust	Dead, Sept. 30, 1733
Johnson, Robert	17	Servant to Thos. Christie			Dead, July 23, 1734
Jones, Mary	3	Daughter to Noble			In Georgia
Jones, Noble	32	Carpenter	41	Surveyor, constable, guard boat commander, register, capt. of militia	In Georgia
Jones, Noble W.	10	Son to Noble	46		In Georgia
Jones, Sarah	32	Wife to Noble			Probably dead, 1752
Little, Elizabeth	31	Wife to William			Dead, Sept. 26, 1733
Little, Mary	5	Daughter to William			Dead, July 12, 1733
Little, William	31	Understands flax and hemp	37		Dead, July 12, 1733
Little, William	2	Son to William			In Georgia
Lloyd, Henry	21	Servant to William Cox	171		No record after 1739
Mackay, John	25	Servant to Joseph Stanley			Dead, July 25, 1733
Milledge, Elizabeth	40	Wife to Thomas			Dead, June 2, 1734
Milledge, Frances	5	Daughter to Thomas			Probably in Georgia
Milledge, James	2	Son to Thomas			Dead, Nov. 4, 1734
Milledge, John	11	Son to Thomas	91	Tythingman, commander at Fort Argyle	Still in Georgia

Name	Age	Occupation and Family Connection	Savannah Lot No.	Official Position in Georgia	Disposition by 1754
Milledge, Richard	8	Son to Thomas			No record after 1740
Milledge, Sarah	9	Daughter to Thomas			In Georgia
Milledge, Thomas	42	Carpenter and joiner	36		Dead, July 29, 1733
Mugridge, Francis	39	Sawyer	12		Dead, July 1, 1735
Muir, Ellen	38	Wife to James			Dead, July 10, 1733
Muir, James	38	Peruke maker	18		To S.C., 1739, died there
Muir, John	2	Son to James			To S.C.
Overend, Joshua	40	Mercer	11		Dead, June, 1733
Parker, Jane	36	Wife to Samuel	38		Dead, 1742 (?)
Parker, Samuel	33	Heelmaker, understands carpentering	38	Constable	Dead, July 20, 1733
Parker, Samuel, Jr.	16	Son to Samuel	93	Blacksmith	Dead, 1741
Parker, Thomas	9	Son to Samuel			In Georgia
Penrose, Elizabeth	46	Wife to John			Apparently in Georgia
Penrose, John	35	Husbandman	15	Pilot at Tybee	In Georgia
Pratt, Thomas	21		33		To England, April, 1735
Sammes, John	42	Cordwainer	9		Dead, Aug. 21, 1733
Satchfield, Elizabeth	24	Servant to James Muir			No record
Scott, Francis	40	Reduced military officer			Dead, Jan. 2, 1734
Stanley, Elizabeth	35	Wife to Joseph		Public midwife	To England, Oct., 1736
Stanley, Joseph	45	Stockingmaker, can draw and reel silk		Sexton	Apparently still in Georgia
Symes, Ann	21	Daughter to George			Dead, 1739
Symes, George	55	Apothecary	7	Magistrate (?)	Dead, by 1740
Symes, Sarah	52	Wife to George			Dead, July 21, 1733
Thibaut, Daniel	50	Understands vines	39		Dead, Oct. 24, 1733
Thibaut, Diana	7	Daughter to Daniel			Dead, no date
Thibaut, James	12	Son to Daniel			In Georgia
Thibaut, Mary	40	Wife to Daniel	39		Apparently in Georgia
Wallis, Elizabeth	19	Servant to Wm. Calvert			Dead, no date
Warren, Elizabeth	27	Wife to John			Dead, March 30, 1737, in England
Warren, Elizabeth	3	Daughter to John			No record after 1746
Warren, Georgius Marinus	3 wks.	Son to John			No record. Apparently dead.
Warren, John	34	Flax and hemp dresser	10		Dead, Aug. 11, 1733
Warren, John	2	Son to John			Dead, June 12, 1733
Warren, Richard	4	Son to John			In Georgia
Warren, William	6	Son to John			Dead, Sept. 5, 1733
Waterland, William	44	Mercer	34	Bailiff	To S.C., 1734

Name	*Age*	*Occupation and Family Connection*	*Savannah Lot No.*	*Official Position in Georgia*	*Disposition by 1754*
Wellen, Elias Ann	18	Servant to Joseph Coles			To England
West, Elizabeth	33	Wife to John			Dead, July 1, 1733
West, John	33	Smith	31	Bailiff	Dead, 1739
West, Richard	5	Son to John			Dead, July 31, 1733
Wilson, James	21	Sawyer	32		No record after 1740
Wright, Elizabeth	11	Daughter to John			Dead, May 8, 1743
Wright, John	33	Vintner	30		Dead, Dec., 1737
Wright, John Norton	13	Son to John		Tythingman, jailor, messenger to President and Assistants	No record after 1742
Wright, Penelope	33	Wife to John		Wharfinger	In Georgia
Young, Thomas	45	Wheelwright	26		Dead, by 1750

Recapitulation

All passengers

Dead*	60
No record	19
To S.C.	7
To Britain	10
Alive in Ga.	11
Probably in Ga.	9
Total	114

Heads of Families

Dead*	27
No record	3
To S.C.	3
In Georgia	2
Probably in Ga.	2
To Britain	2
Total	39

*1 to S.C. and died there
1 to Britain and died there
1 no record, apparently dead

Date of Deaths

1732	2
1733	26
1734	6
1735	5
1736	1
1737	2
1738	1
1739	3
1740	2
No date	4

Wives of Heads of Families

Dead*	13
To Britain	5
In Georgia	1
Probably in Ga	5
No wife came with	15
Total	39

*1 dead in England

Temple, S. B., and Coleman, Kenneth. *Georgia Journeys*. Athens: University of Georgia Press, 1961, pp. 295-299.

Lesson IV
Early Days of the Savannah Settlement

Concept Objectives

The student will be able to

- recognize, describe and compare and contrast how people and animals adapt to physical and social environments (General Objective A2).
- identify, describe and analyze adaptive patterns (personal, social, economic, political) which emerge as groups adapt to physical and social environments (General Objective A3).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- locate and work with information from a variety of sources;
- sequence terms which denote time and arrange a series of events in chronological order;
- formulate hypotheses based on evidence;
- propose alternative possibilities for existing realities;
- use both physical and political maps to clarify concepts;
- use different maps—physical, economic—for information;
- use maps and globes to explain geographical settings of historical and current events.

Materials

Copies of excerpts from "Peter Gordon's Journal," and "Peter Gordon's Map — Savannah, A Planned City" for each student; transparency of the map.

Teaching Techniques

Content analysis; role play; inquiry model

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the activities of the first Georgia colonists.	The student will be able to • summarize the events described in a journal written by a colonist, • write an interpretation of the events of the first days of the settlement, • identify the components of a planned city.

Procedures

1. Distribute copies of the journal to each student. Have them read the journal and summarize the major events of each day's entry.

   When students have finished, discuss the major happenings of that first week in Savannah. Include the following.

   - The role Native Americans played
   - The role the South Carolinians played
   - The reason for the difference in the dates (adjustment in the calendar during the mid 1700s)
   - Other events of interest

2. Have the students create their own journal entry based on some event mentioned by Gordon in his journal. For example, they might pretend they were one of the children sent below deck during the near pirate attack. What was it like down there? What were they thinking? Have them perform "they were there skits" of some event they find interesting and describe it from a different point of view.

3. Distribute copies of Peter Gordon's map to each student. Have the students speculate as to what each of the 15 items on the map represent. Guide them to discovering the identity of, need for and purpose each of the items. Some possible questions to ask include

   - Why did Gordon call Savannah a planned city?
   - What did the South Carolinians do to help the Georgia colonists?
   - Why was the palisade needed only on one side of the city?
   - Why was the fort located at the rear of the city?
   - Why was there a community oven, mill and well?

Evaluation

In addition to the successful completion of the three activities listed above, evaluation would include questions listed below.

- Write a short paragraph which describes how you can be of help to your parents in the new colony of Georgia.
- Write a short paragraph which discusses how you would have liked to live in colonial days. Give reasons why you feel the way you do.
- Imagine that you are preparing to leave England to come to Georgia. If you were told you could only bring 10 things with you due to limited ship space, what would you bring?

Materials

Print Materials

Primary Sources

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Georgia Commission for the National Bicentennial Celebration. *Georgia Heritage, Documents of Georgia History, 1730-1790*.

Gordon, Peter, *The Journal of Peter Gordon, 1732-1735*. E. M. Coulter, Ed. University of Georgia, 1963.

King, Spencer B., Ed. *Georgia Voices*, 1966.

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Saye, Albert B. *Georgia Charter of 1732*. University of Georgia, 1949.

Temple, Sarah B. Gover, Ed. *Georgia Journeys*. University of Georgia, 1961.

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Bonner, James C. *The Georgia Story*, Harlow, 1961.

Brown, Ira L. *The Georgia Colony*, 1970.

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Lane, Mills B. *Savannah Revisited: A Pictorial History*. Beehive Press, 1973.

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McCullar, Bernice. *This Is Your Georgia*, 1966.

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Saye, Albert B. *Georgia History and Government*. Steck-Vaughn, 1973.

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Nonprint materials

Crowell, Collier and Macmillan Inc. *Georgia Heritage Transparency Series*.

Education Services Inc. *The History of Georgia*. Set of 18 filmstrips.

Georgia Department of Education. *Catalog of Classroom Teaching Tapes For Georgia Schools*, No. 7, 1979. Free tapes include Oglethorpe Chooses Settlers; Oglethorpe the General; Oglethorpe Makes a Settlement.

The 17th about two in the afternoon, we were alarmed by a sloop who as soon as he perceived us standing along shore, emediately changed his course and bore down upon us, which looking very suspitious made us conclude that he must either be a pirate or Spanish Guard de Costa and that his intention was to plunder us, upon which Mr. Oglethorp order'd all our men upon deck, and the small arms too be brought up, and all the women and children to keep below, and not appear upon deck. In the mean time, while we were drawing our men up, and getting our arms loaded, and ready for our defence, Captain Thomas who commanded the shipp order'd his great guns to be charged, and all things ready on his part, continuing still our courss. And the sloop bearing still down upon us and who by this time hade gott so near us that we could perseive he hade Jack Ensigne and pennant flying which appear'd to us to be Spanish Colours, but being by this time pretty well provided for him, the Captain ordered the courss to be hauled up in order to waite for him. As soon as he came within gun shott of us, the Captain order's a gun to be fired across the stem, and we could perceive the ball to fall about a hundred yards a head of him, but that not bringing him too, as we expected it would; he ordered another to be fired, still nearer to him, which fell within a very small distance of him, upon which and fearing the next shott would be aborad him he thought proper to lower his top sails, and upon viewing us and finding we were so well provided for him both sides of the shipp being compleatly lined with armed men, he though proper to gett upon a wind, and stand away the same courss he was in when we perceived him first. The pilote whome we hade on board said he hade some knowledge of him that he hade been a pirate, and that he certainly would have plundered us hade he not found we were too strong for him.

Arrival of Yamacraw Bluff: Development of Savannah

Next morning being the first of February, we sailed from Jones's Island with a fair wind and arrived the same day at Yamacra Bluff in Georgia, the place which Mr. Oglethorp hade pitched upon for our intended setlement. As soon as we came near the Bluff, we were saluted by Captain Scott and his party, with their small arms, which we returned. And as soon as we landed, we sett emediately about getting our tents fixed, and our goods brought ashore, and carryed up the Bluff, which is fourty foot perpendicular height above by water mark. This by reason of the loss sand, and great height, would have been extremly troublesome hade not Captain Scott and his party built stairs for us before our arrival, which we found of very great use to us in bringing up our goods.

About an hour after our landing, the Indians came with their King, Queen, and Mr. Musgrave, the Indian trader and interpreter, along with him to pay their complements to Mr. Oglethorpe and to welcome us to Yamacraw. The manner of their approach was thus, at a litle distance they saluted us a voly of their small arms, which was returned by our guard and thane the King, Queen, and Chiefs and other Indians advanced and before them walked one of their generally, with his head adorned with white feathers, with rattles in his hands (something like our casternutts) to which he danced, observing just time, singing and throwing his body into a thousand different and antike postures. In this manner they advanced to pay their obedience to Mr. Oglethorp, who stood at a small distance from his tent, to receive them. And thane conducted them into his tent, seating Tomo Chachi upon his right hand Mr. Musgrace, the interpreter, standing betweek them. They continued on conference about a quarter of an hour, and thane, returned to their town, which was about a quarter of a mile distant from the place where we pitched our camp, in the same order as they came.

Next being able to compleate the pitching of our tents this night and I being but lately recover'd from my illness, went to ly at the Indian town, at Mr. Musgrove, the interpreters house, with Doctor Cox and his family and Lieutenant Farrington belonging to Captain Massy's Company, who hade order's a handsome supper to be provided for us at Mr. Musgraves house.

As soon as the Indians were informed that we were come to Musgroves house, they begane to entertaine us with dancing round a large fire which they made upon the ground, opposite to the Kings house. Their manner of dancing is in a circle, round the fire, following each other close, with any antick gestures, singing and beating time, with their feet and hands to admiration. One of the oldest of our people, Doctor Lyons, having slept away from our camp and gott a little in drink, found his way up to the Indian town and joyned with the Indians in their dance indeavouring to mimick and ape them in their antick gestures, which I being informed of, sent for him, and desired that he would emediately repair home to our camp. Otherwise I assured him I would acquaint Mr. Oglethorp with his folly. He promised me that he would. But being so much in liquor he returned again to the Indians and danced with them as before, which being told to me I ordered severall white men who were there to carry him home by force, it being of a very bad consequence that the Indians should see any follies or indiscretions in owr old men, by which they judge that our young men must be still guilty of greater, for they measure mens understanding and judgement according to their years.

Friday, the 2d we finished our tents, and gott some of our stores on shore. The 3d we gott the petiagores unloaded, and all the goods brought up to the Bluff. Sunday the fourth, we hade Divine Service performed in Mr. Oglethorps tent, by Reverd: Doctor Herbert with thanksgiving for our safe arrival. Mr.Musgrove, the Indian trader, and his wife were present, and Tomo Chachi, the Indian king, desired to be admitted, wich Mr. Oglethorp readily consented to and he with his Queen were seated in the tent. During the time of Divine Service, severall of the Indian warriors and others sat at a small distance from the tent, upon trees and behaved very decently.

Munday, the 5th Coll. Bull, being a gentlemen of great experience in making of settlements, was appoynted by the Governour and Council of Carolina to come to us to be assisting with his advise, arrived in his own periagore from Charles Tawn and brought severall letters for Mr. Oglethorp from the Governour and Councill.

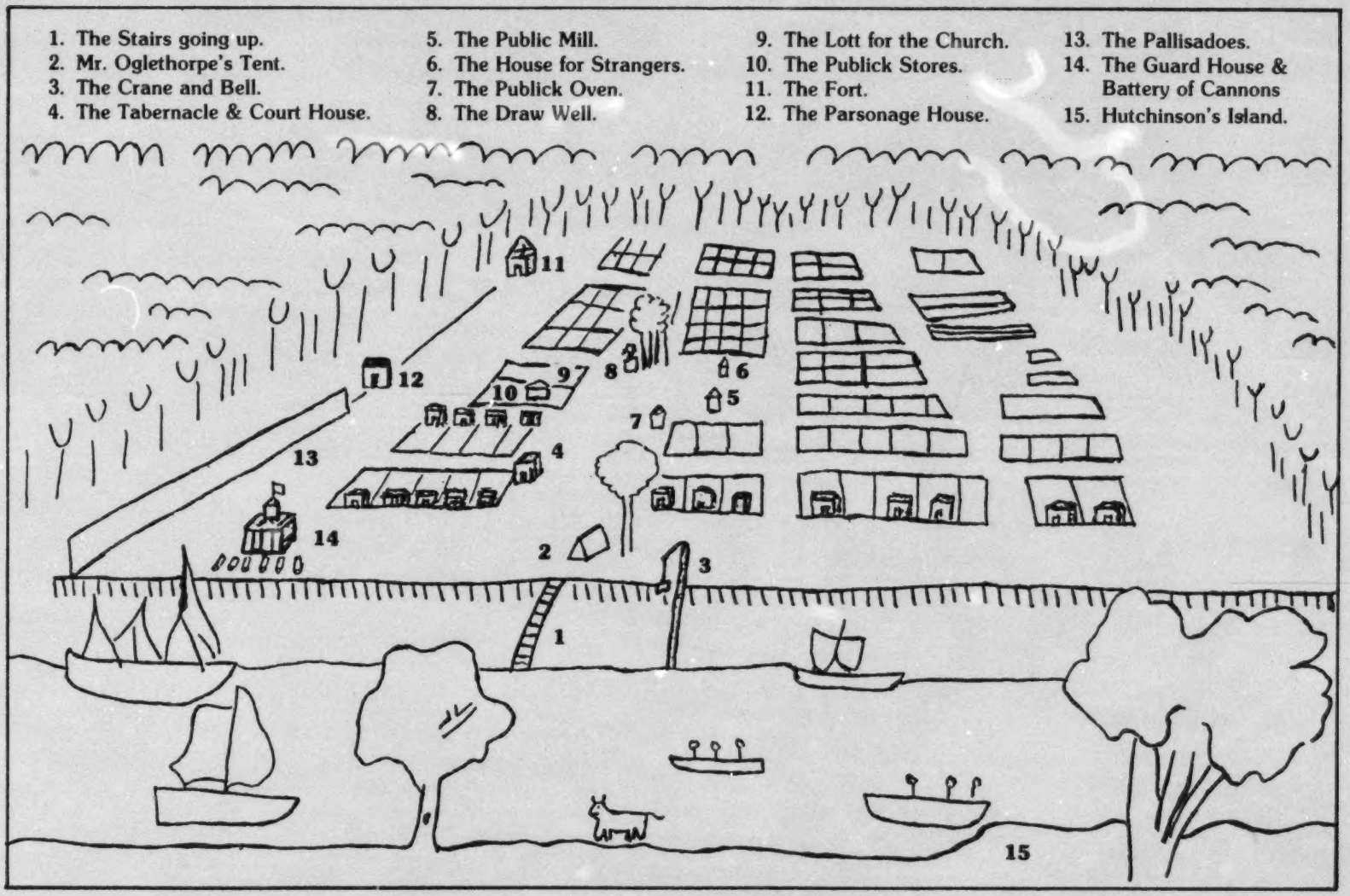
Wednesday the 7th we begane to digg trenches for fixing palisadoes round the place of our intended

settlement as a fence in case we should be attacked by the Indians, while others of us were imployed in clearing the lines, and cutting trees to the proper lengths, which was the 14 foot for the palisades. About noon a fire boke out in the guard room, which instantly consumed the same, and burnt severall chests that were in it belonging to owr people and likewise a hutt adjoyning to it belonging to Mr. Warren, whose things were likewise burned. It was with much diffuculty we gott the powder out of Mr. Oglethorps tent, which stood almost joyning to the fire, and which we preserved by taking it emediately down. After we hade gott the fire pretty near extinguished, one of the large pine trees near 100 feet high took fire and to prevent further damage we were obliged to cutt it down, and in the fall it broke too barrells of beef and one barrell of strong bear (beer) in pieces and damaged the end of one of owr tents. The whole damage amounted to about twenty pounds sterling.

Thursday the 8th each family hade given out of the stores an iron pott, frying pan, and three wooden bowls, a Bible, Common Prayer Book, and Whole Duty of Man. This day we were taken of (off) from the palisadoes and sett about sawing and splitting boards eight foot long in order to build clapp board houses, to gett us under better cover till our framed houses could be built. This evening Mr. St. Julien, Mr. Whitaker, Major Barnwell, and Mr. Woodward arrived from Charles Town.

Peter Gordon's Map — Savannah, A Planned City 1734

1. The Stairs going up.
2. Mr. Oglethorpe's Tent.
3. The Crane and Bell.
4. The Tabernacle & Court House.
5. The Public Mill.
6. The House for Strangers.
7. The Publick Oven.
8. The Draw Well.
9. The Lott for the Church.
10. The Publick Stores.
11. The Fort.
12. The Parsonage House.
13. The Pallisadoes.
14. The Guard House & Battery of Cannons
15. Hutchinson's Island.



The Journal of Peter Gordon 1732-1735 Edited by E. Merton Coulter. Wormsloe Foundation Publications No. 6. Athens: University of Georgia Press 1962.

Peter Gordon's Map — Savannah, A Planned City 1734

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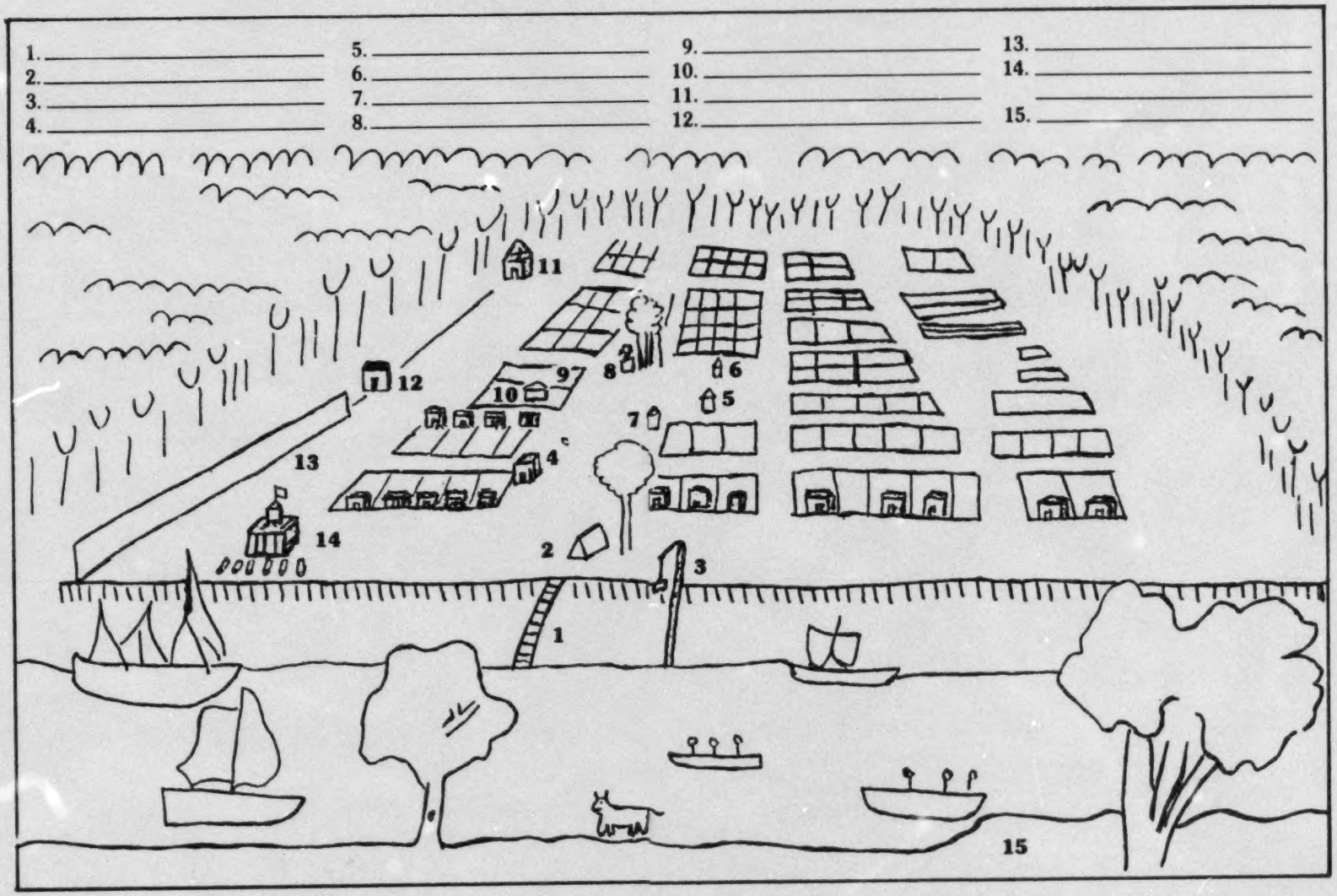


Sample Unit

Suggested Curriculum Guide Format

Unit: The Georgia General Assembly
Level 8

Content/ Concepts	Objectives	Skills	Suggested Activities	Suggested Resources	Evaluation	BSC	CBE
Lesson V The Georgia General Assembly in Action 1. Legislative process 2. Behavior of legislators	Performance Objectives 1. Demonstrate an understanding of the legislative process. Indicators 1A. Identify the legislators from their districts. 1B. Compare and contrast the floor activities of the real General Assembly with mock General Assembly 1C. Identify the topics debated on the floor. 1D. Evaluate the behavior of the legislators on the floor.	Subject Area Social Studies A1, 4, 5, 6, 8; B1, 8; C1, 3, 4, 5 Thinking A1, 3, 4; B1, 2; C1; D1, 2, 3, 4; E1, 6, 7, 8; F1, 2, 4, 5; G1, 2, 4, 5, 6 Study A1, 2, 5, 6, 7, 8 B8, 9, 10, 13 C1, 2, 3, 5	1. Field Trip a. What details must be arranged before trip? b. What information is to be gathered while on trip? c. Plan for debriefing and evaluation.	Georgia Business and Industry Association. *How A Bill Becomes Law in Georgia* Institute of Government, University of Georgia. *Handbook for Georgia Legislators* *Georgia Lawmakers in Action* *How to Hold a Model Legislature* Jewell, Malcolm E., and Samuel C. Patterson. *The Legislative Process in the United States* League of Women Voters in Georgia *Your General Assembly* *Georgia Government* Secretary of State's Office *Constitution of the State of Georgia* *Georgia House of Representatives* *Members of the General Assembly in Georgia* *The State Legislature in Action*	1. Student records of observations 2. Teacher record of student participation. 3. Attitudinal surveys 4. Oral presentations of information gathered.	Problem-solving 1, 2, 3, 6, 8, 11 Reading 4, 10 11, 12 Math	Citizen 1, 2, 3 13

Sample Unit
The Georgia General Assembly

Approach Interdisciplinary and behavioral

Grade Level 8

Sample Lesson Titles

Lesson I	Description of a Legislature
Lesson II	What a Legislator Does
Lesson III	Legislative Decisions
Lesson IV	How Does a Legislature Function?
Lesson V	The Georgia General Assembly in Action

Teaching Strategies

Lesson I	inquiry model; data analysis; rule-to-example concept lesson
Lesson II	resource speaker
Lesson III	values clarification
Lesson IV	simulation; data gathering
Lesson V	field trip; data gathering

Lesson I Description of a Legislature

Concept Objective

The students will be able to analyze why there are continuous struggles between different groups for power and influence (General Objective C11).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- make inferences about a situation through observing;
- construct and interpret graphs, charts, tables and cartoons;
- formulate hypotheses based on evidence.

Materials

Textbook or films, filmstrips, mini-lectures; etc.; Statistics on Legislators; maps of Georgia Senate and House Districts.

Teaching Techniques

Inquiry model, data analysis; rule-to-example concept lesson

Procedures

1. Present background information on what a legislature is and what it does. The information could be provided in the form of a mini-lecture, from a textbook reading selection or a filmstrip.

   Distribute the statistics chart on Georgia legislators to each student in the class. Have the students create a list of generalizations about the General Assembly using the data in the chart. Sample questions might include

   - How many senators are serving their first term?
   - Do incumbent legislators have a good chance being reelected?
   - What percentage of legislators went to college?
   - Do you have to go to college to be elected to the General Assembly?
   - Which house has the most members?
   - How many Democrats are in the General Assembly?
   - Does a Republican have a good chance of being elected?

Performance Objectives	Indicators/Tasks
The student will be able to • demonstrate an understanding of the composition of the Georgia General Assembly.	The student will be able to • interpret data from a chart concerning the make-up of the General Assembly, • hypothesize about the electability of various fictitious candidates.
• demonstrate an understanding of the one person-one vote principle.	• explain equal representation using a district map of Georgia.

Statistics*

Georgia General Assembly

	Senate	House	Total
Education			
Business College		5	5
College-University	52	155	207
High School	4	20	24
Total	56	180	236
Military Service			
With	38	114	152
Without	18	66	84
Total	56	180	236
Party			
Democrat	51	159	210
Republican	5	20	25
Unlisted		1	1
Total	56	180	236

Six Senators have no prior service in the General Assembly.

Twenty-two Representatives have no prior service.

*Supplied by the Office of Secretary of State, 1981

3. Distribute maps of the Georgia Senate and House districts to each student in the class. Using the maps, explain the concept, equal representation or the one person-one vote principle.
   - Have the students count the number of districts in DeKalb County (5).
   - Divide the population of DeKalb County by the number of Senators (415,387 ÷ 5 = 83,077 people).
   - Ask students how many people are represented by a senator (approximately 83,000).
   - Repeat the process for another district with multiple counties.
   - This process can be repeated for House districts. Students can discover that Senatorial districts are larger in terms of population. Be sure the students are aware that representation is based on population of a district, not on the size of a district.

Evaluation

Student evaluation should include the following questions.

- Should the size of the General Assembly be increased? Decreased?
- Why are the district boundaries for the U.S. House of Representatives and the Georgia General Assembly based on population instead of land area?
- Does the fact that most members of the General Assembly are men mean that women are not represented in the legislature?
- Most members are over 30 years old. Who represents the young people of Georgia?
- In a brief paragraph, describe the typical legislator.

Lesson II What a Legislator Does

Concept Objective

The students will be able to illustrate, analyze and evaluate how individuals and groups have always attempted to achieve a sense of justice and reason in their human interactions and in the establishment, operation and evaluation of their institutions (General Objective C7).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- frame productive questions, identify best person to answer questions and select effective methods of communicating questions;
- organize information in a useable form;
- gather information necessary for understanding an issue;
- listen and obtain views of others;
- consider and act in response to the interests and welfare of others.

Materials

Guest speaker, state senator or representative; local newspapers and other sources of current news information.

Performance objective	Indicators/Tasks
The student will be able to • understand the day-today duties and responsibilities of a state legislator.	The student will be able to • ask legislators substantive questions. • pose question in an effective manner.

Procedures

Use resource speakers as sources of information to give an added personal dimension to learning. They are excellent sources of information and can serve as consultants for discussion groups, student projects and general knowledge.

1. Invite a member of the General Assembly from your district to speak to the class. Choose a member and check to find out what you can about the speaker.
2. Brief the legislator on the topic and purpose of the talk, the types of classes, and the time and place of the presentation. Agree about the length of the talk, a question and answer period, the use of audiovisual equipment and other information. Be sure to confirm these agreements in a letter.
3. Prepare the students for the speaker. Have students research and develop questions on issues of concern to the district or the state as a whole to question the legislator about. Ample class time should be devoted to preparing questions and discussion of the issues in class. Students should have enough background knowledge to be able to follow the line of discussion while the legislator speaks.
4. On the day of the speaking engagement, have a student introduce and give some background about the speaker. Thank the speaker at the end of the period and again by letter.

Evaluation

Evaluation will be based on the student's ability to compose a question dealing with a current issue of concern. The question should reflect

- understanding of the backgroup of the issue.
- relevance to topic of concern to the public or the individual asking the question.
- a willingness by the student to ask questions.

Have students compose a letter to the editor for a local newpaper or write an article reporting the speaker's visit.

Lesson III Legislative Decisions

Concept Objectives

The students will be able to

- recognize apply, analyze and evaluate the relationship between personal value systems and individual decisions (General Objective B11).
- identify, compare and evaluate examples which illustrate that in every society and institution, regulations and laws emerge to govern the behavior of individuals (General Objectives C3).
- identify, analyze and evaluate examples illustrating how the rules and laws reflect the basic values of the society or institutions (General Objective C4).
- illustrate, apply and evaluate the idea that individuals are more likely to influence public policy when working in groups than when working alone (General Objective C6).
- illustrate and evaluate how individuals and groups may resort to extreme methods to change public policy when they feel that authorities are unresponsive to their needs or that more traditional channels for alleviation of grievances have been ineffective (General Objective C9).

Process Objectives

The student will be able to

- propose alternative possibilities for realities;
- apply problem-solving techniques to personal and group-related problems;
- use divergent thinking skills in problem-solving;
- state reasons for advocated position;
- consider and act in response to the interests and welfare of others.

Materials

Handout as described below

Teaching Technique

Values clarification

Performance Objective	Indicators/Tasks
The student will be able to • show appreciation for the conflict which legislators must face when making decisions.	The student will be able to • list alternative solutions to dilemma and state reasons and consequence of each.

Procedure

Present the students with the following hypothetical problem.

Senator Smith, a member of the General Assembly from the District 46, faced a tough problem. A factory which employed almost one-fourth of the people in his district had a problem with continued operation because it was polluting a nearby river. The pollution was killing all life in the river and was threatening the water supply of people who lived 40 miles downstream in another district.

A bill was introduced in the General Assembly that would require the owners of the factory to make expensive changes to the plant to stop the pollution. The factory owners said that if they had to make the required changes, they would have to close the factory due to lack of funds. If the factory closed a large number of people in the district would be out of work. Senator Smith's constituents want the factory kept open. The Senator from the district downstream wanted the factory repaired or closed to stop pollution. Senator Smith must decide how he will vote on the bill.

- How would you vote if you were Senator Smith?
- Which is more important, the availability of pure drinking water or the availability of a source of income?
- Which is more important, the supporting of your constituency or voting according to your conscience?

Additional questions should be asked to help clarify the students' values. They should be aware of the beliefs and behaviors they hold and be able to state reasons for those beliefs. Students should be given alternative actions and should learn to weigh the pros and cons of each alternative. More importantly, students should learn to choose a solution to a problem that is consistent with their stated beliefs.

Evaluation

The student will write a brief essay that should include the following.

- A concise description of the dilemma or the basic question
- A clearly stated solution to the dilemma
- A logically developed rationale for the solution
- A statement of the pros and cons of the solution

Lesson IV
How Does a Legislature Function?

Concept Objectives

The students will be able to

- recognize, analyze and evaluate how, throughout history, conflict has developed between various groups of persons having philosophical differences in goals and means (General Objectives C1).
- identify and evaluate examples which show that much group behavior is guided by shared values that people voluntarily follow and by norms and beliefs that they follow under the threat of punishment or the promise of reward (General Objective C2).
- identify, analyze and evaluate how rules and laws reflect the basic values of the society or institution (General Objective C4).

Process Objectives

The student will be able to

- acquire information through reading, listening, observing and surveying;
- locate and work with information from different sources;
- frame productive questions, identify best source to answer questions and select effective methods of communicating questions;
- acquire and process information by using thought processes;
- organize information;
- recognize and state a problem;
- formulate hypotheses based on evidence;
- propose alternative possibilities for realities;
- choose a reasonable solution to the problem after applying the evidence to alternatives;
- change the solution if new data warrant it;
- apply problem-solving techniques to solve personal and group-related problems;
- work with a group as either leader or follower until task is completed;
- present opposing views and statements;
- summarize pro and con views stated by panel members;
- follow set procedures for group interaction;
- gather information for understanding an issue;
- listen and obtain the views of others;
- state reasons for advocated position;
- consider and act in response to the interests and welfare of others.

Materials

Copies of the "Model Legislature" from the Institute of Government, Terrell Hall, University of Georgia, Athens, Ga. 30602 (student copies, 50¢; teacher edition, $1.00). Copies of the *Atlanta Journal-Constitution* or local newspapers.

Teaching Techniques

Simulation; data gathering

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate a knowledge of the legislative process.	The student will be able to • research, write and defend a bill for consideration as a public law. • analyze and critically evaluate bills written by other students. • effectively participate in group discussions (committee meetings) as a contributing participant. • effectively simulate the role assigned (i.e. senator, presiding officer, majority leaders, etc.) during the class simulation.

Procedures

Simulations provide learners with a first-hand understanding of a process or activity by placing them in an environment designed to resemble that of the process under study. They help students learn concepts, skills, critical thinking and more in an exciting format.

1. Provide background information from a text, filmstrip or other source on the process of how a bill becomes a law.
2. Distribute *Model Legislature* handout entitled "Drafting the Bill Itself." Have the students choose a topic for a bill they would like to see become a law from the suggested topics. Using a variety of sources, newspapers, television news reports, interviews with their legislators, the students' values and beliefs and following the bill writing guides in *Model Legislature*, lead the students through the proper steps in writing bills.
3. Assign students roles (presiding officer; committee chairmen; etc.) and begin the legislative session. The first step should be committee meetings. The chairmen should set the tone and be responsible for running the committee and seeing that the work is completed (See the lists of committees and Committee Procedures in *Model Legislature).*
4. Have the students simulate a session of the legislature by having a presiding officer call bills that have been released from committee for floor debate, amendment and passage.

Evaluation

Student evaluation should be based upon participation in the activities of the simulation, including

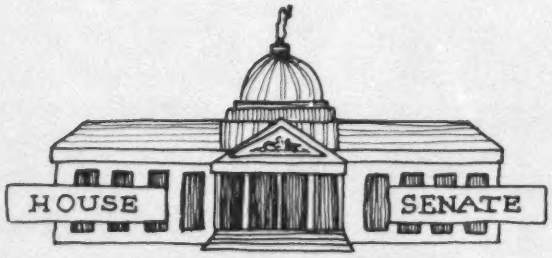
- the quality of the bill the student wrote (use guide, "Drafting the Bill Itself," for criteria and components that should be included).
- peer evaluation of each student by others on their legislative committee (include fair share of work load and realism as criteria).
- teacher records of participation.

WHEN STATE LAW IS NEEDED

THE PEOPLE DEMAND IT

GOVERNOR AND STATE DEPARTMENTS APPLY AND ENFORCE IT

COURTS MAKE SURE IT IS FAIR



GENERAL ASSEMBLY MAKES IT

THE PEOPLE BENEFIT FROM IT

Lesson V
The Georgia General Assembly in Action

Concept Objectives

The students will be able to

- identify and evaluate examples which show that group behavior is guided by shared values that people voluntarily follow and by norms and beliefs that they follow under the threat of punishment or the promise of reward (General Objective C2).
- identify, analyze and evaluate examples illustrating how the rules and laws reflect the basic values of the society or institution (General Objective C3).
- explain, compare and evaluate how many different types of political systems are used in societies to determine public policy and to regulate behavior (General Objective C5).

Process Objectives

- acquire information through reading, listening, observing and surveying,
- make inferences about a situation through observation techniques,
- listen and obtain the views of others.

Materials

Transportation to the State Capitol in Atlanta.

Teaching Techniques

Field trip; data gathering

Performance Objective	Indicators/Tasks
The student will be able to • demonstrate an understanding of the legislative process.	The student will be able to • identify the legislators from his or her district. • compare and contrast the floor activities of the General Assembly with the floor activities of a simulated General Assembly • identify the topic being debated on the floor. • evaluate the behavior of legislators on the floor.

Procedures

Of all instructional activities field trips must be the most carefully planned. They are also the most rewarding in terms of student interest. In the course of planning for a field trip the teacher should

- take the trip to determine its productiveness and to make arrangements for bringing a large group of students;
- discuss the details of the trip with those at the place to be visited. Include a schedule; briefing the tour personnel on what you want to see, what type of group you will be bringing, provisions for eating and rest rooms; etc. Also, get clear information about fees;
- arrange for permission from administrators, parents and other teachers for the students to be absent from classes;
- arrange for transportation, the collection of funds, payments, etc. Be sure no one is left out for lack of funds;
- arrange the itinerary, including all stops. Do not plan to rush—figure anything that can happen will happen.
- establish rules of conduct for the trip. Brief the students on what to do if lost or left behind; what to take along; what they are going to do; what they should look for; what notes they should take; etc.

Follow-up

Debrief the students upon return to the school. Comment on

- activities on the floor of the Senate compared to the House;
- personalities the students might recognize;
- debates occurring during the class visit;
- activities of lobbyists.

Evaluation

Students should make records of their observations. Their notes should include commentary on

the items in number 2 above, plus anything they saw of interest to them or that they had questions about. Teacher records of student interest level, participation, etc., should serve as a basis for revision of the trip in future courses. Surveys of the students also provide a source of evaluation of the trip.

Materials

Georgia Business and Industry Association. *How A Bill Becomes Law in Geor ia.* (leaflet)

Institute of Government, University of Georgia. *Handbook for Georgia Legislators.* 1978.

_____. *How To Hold a Model Legislature.* (simulation)

_____ *Georgia Lawmakers in Action.* (filmstrip)

Jewell, Malcolm E., and Samuel C. Patterson. *The Legislative Process in the United States.* New York: Random House, 1973

League of Women Voters in Georgia. *Your General Assembly.* (leaflet)

_____. *Georgia Government.*

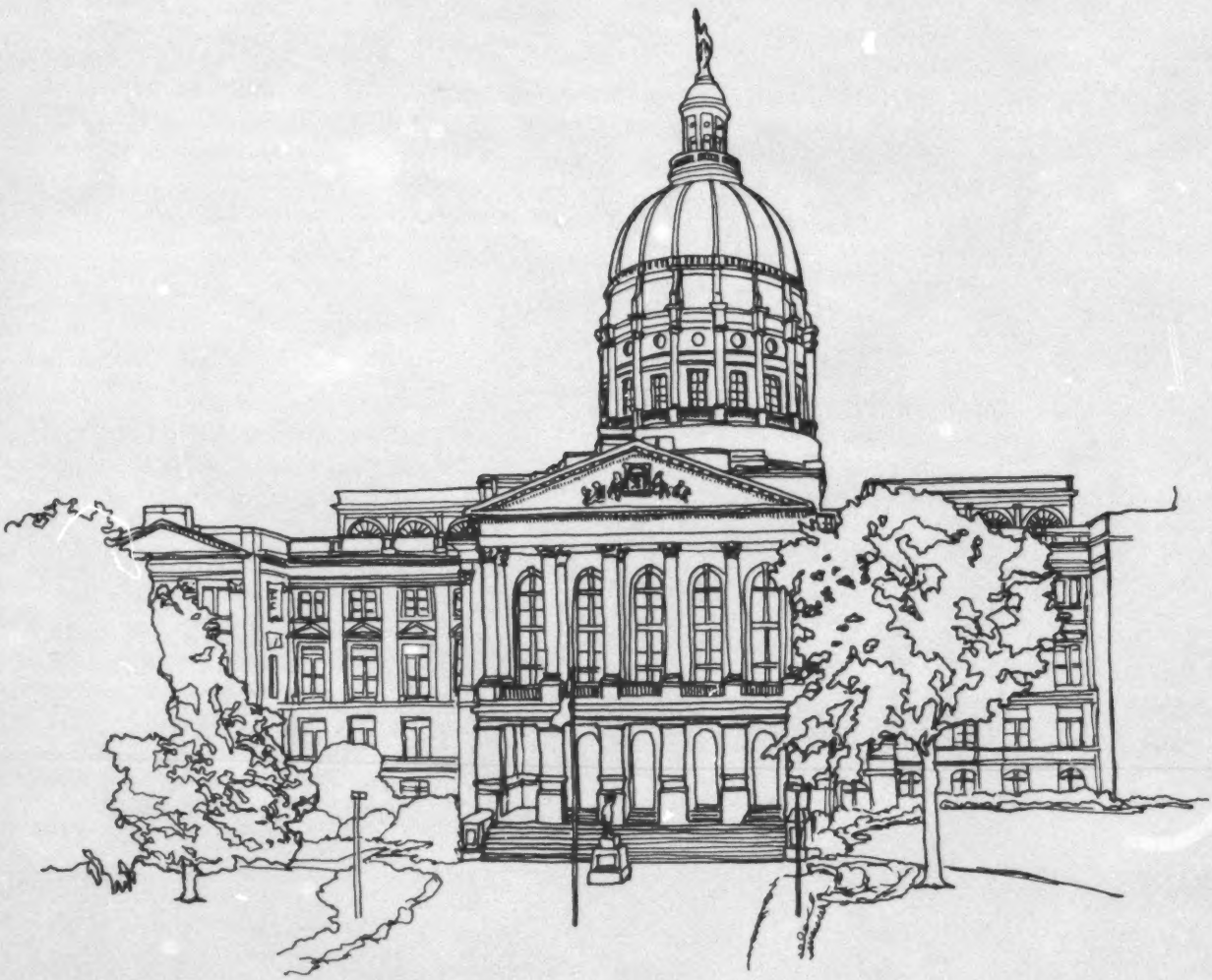
Secretary of State's Office. *Constitution of the State of Georgia, 1979.*

_____. *Georgia House of Representatives,* 1979-1980.

_____ *Members of the General Assembly of Georgia.*

The State Legislature in Action. Chicago: Coronet. Film 22 min.

Secretary of State's Office. *Senatorial and House Districts. (maps)*



APPENDICES

Evaluation Checklists

Checklists

Sample Program Evaluation Forms

Knowledge	To little or no extent	To some extent	To great extent
The program emphasizes currently valid concepts, principles and theories in the social sciences.			
The program draws upon all of the social sciences such as anthropology, economics, geography, political science, history, psychology and sociology.			
The program draws from other related fields such as law, the humanities, natural and applied sciences and religion.			
The program represents a balance between the immediate social environment of students and the larger social world.			
The program provides some balance among local, national and global affairs.			
The program provides the opportunity for students to examine potential problems and future conditions.			
The program includes the study of Western and non-Western cultures.			
The program includes the study of both economically developed and developing nations.			
The program helps students develop a sense of cultural identity through emphasis on group, national and global heritage so that they see themselves as part of a continuing community, national and human developmental process.			
The program expands and enriches the knowledge and appreciation of students' heritage so that they may understand and readily accept responsibilities in their own society.			

Cognitive Skills	To little or no extent	To some extent	To great extent
The program provides for the consistent development and practice of skills pertinent to researching, organizing and processing data from a wide variety of sources.			
The program provides for development of map, globe, chart and graph skills in the context of all social science disciplines.			
The program provides for the teaching of consistent application of the full range of thinking skills.			
The program provides for application and analysis of problem-solving and decision-making skills.			
The program provides for the development of effective reading comprehension in social studies.			
The program organizes learning experiences so that students will learn how to continue to learn.			
The program enables students to relate their experiences in social studies to other experiences.			
The program helps students develop proficiency in selected methods of inquiry in the social sciences and in techniques for processing social data appropriate to student maturity level and citizen concerns.			

Values and Attitudes	To little or no extent	To some extent	To great extent
The program fosters a reasoned commitment to the values that sustain a free society.			
The program helps students develop an understanding that there are many sets of values rooted in experience and legitimate in terms of different cultures.			
The program facilitates the growth of an adequate self-concept.			
The program encourages the development of each student's respect for and appreciation of the worth and dignity of every individual.			
The program encourages a commitment to the process of learning as a lifetime activity.			
The program includes activities which lead students to examine rationally values, attitudes and beliefs in an environment that respects each student's rights to privacy, yet encourages critical analysis of issues.			
The program encourages the rational analysis of social issues.			

Social Participation	To little or no extent	To some extent	To great extent
The program develops understanding of the roles of individuals in decision-making processes.			
The program develops knowledge of current public issues and skills for evaluating alternative choices in regard to these issues.			
The program develops effective use of techniques of social action (e.g., how to influence political leaders, to generate community interest in crucial social problems, and to marshal support for desirable social objectives).			
The program develops a sense of community and seeks to maintain and improve the community in all of its ramifications (social, cultural, political, economic and psychological) and at all levels (informal groupings, neighborhoods, local communities, regions, national and international).			
Participation in the social world both in school and out is considered a part of the social studies program.			

Resources	To little or no extent	To some extent	To great extent
Printed materials accommodate a wide range of reading abilities and interests, meet the requirements of learning activities and include many kinds of material from primary as well as secondary sources, from social science and history as well as the humanities and related fields, from other nations and cultures as well as our own, from current as well as basic sources.			
The social studies program provides many kinds of work spaces for variety in tasks, group size and the use of media.			
Appropriate instructional materials, time and facilities are provided for social studies education.			
Social studies instruction draws upon the potential contributions of many kinds of resource persons and organizations representing many points of view, a variety of abilities and a mix of cultures and nationalities.			
A variety of media is available for learning through seeing, hearing, touching and acting.			

Activities	To little or no extent	To some extent	To great extent
Classroom activities use the school and community as a learning laboratory for gathering social data and for confronting knowledge and commitments in dealing with social problems.			
Teachers are encouraged to try out and adapt promising innovations in instructional materials and procedures for their students.			
Students have a wide and rich range of learning activities appropriate to the objectives of their social studies program.			
Learning activities are sufficiently varied and flexible to appeal to many kinds of students.			
Activities are carried on in a climate which supports students' self-respect and opens opportunities to all.			
Activities include using knowledge, examining values, communicating with others and making decisions about social and civic affairs.			
Students are encouraged to become participants in activities within their own communities.			
Activities include formulating hypotheses and testing them by gathering and analyzing data.			
Teachers participate regularly in activities which foster their professional competence in social studies education — in workshops and conferences, in-service classes, community affairs, reading, studying and travel.			

Textbook Evaluation Criteria

Subject _____

Title of Book _____

Authors or Editors _____

Copyright Date _____ Publishers _____

Single Text _____ or _____ # in series

Designed for Advanced _____/Regular _____/Slow _____

Evaluator _____

	Check One Poor ---------- Excellent					
Objectives	0	1	2	3	4	5
Are the objectives and competencies stated clearly?	___	___	___	___	___	___
Do the objectives require students to use higher cognitive skills (analysis, synthesis, evaluation, etc.)?	___	___	___	___	___	___
Do the objectives of the text compliment the goals and objectives of your course?	___	___	___	___	___	___
Content						
	0	1	2	3	4	5
Is the subject matter geared to the needs, interests and abilities of the students using the material?	___	___	___	___	___	___
Does the pictorial and written content reflect the pluralistic, multiethnic nature of our society, past and present?	___	___	___	___	___	___
Are valid concepts and generalizations developed?	___	___	___	___	___	___
Are the historical, social, scientific or other events based on the latest knowledge and social data?	___	___	___	___	___	___
Can the material be used in conjunction with supplementary instructional media (films, simulations/games, filmstrips, tapes, etc.)?	___	___	___	___	___	___
	0	1	2	3	4	5

Skill Development

Does the material encourage the use of skills such as problem-solving and decision-making?	___	___	___	___	___	___
Does the material encourage the use of skills such as higher level thinking?	___	___	___	___	___	___
Does the material emphasize fundamental skills (reading, writing, speaking, listening, computation, interpreting maps and globes)?	___	___	___	___	___	___

Organization

	0	1	2	3	4	5
Are the illustrations clear, accurate and appropriate?	___	___	___	___	___	___
Will the glossary, footnotes, charts, maps, pictures and tests aid students and teachers in using the book effectively?	___	___	___	___	___	___
To what extent can the teacher depart from the sequence of material without impairing its effectiveness?	___	___	___	___	___	___

Teacher Resources

	0	1	2	3	4	5
Is a teacher's guide for text available? Is it practical?	___	___	___	___	___	___
Are practical teaching suggestions and suitable social science background provided?	___	___	___	___	___	___
Are suggestions for additional activities, large and small group and individual experiments provided?	___	___	___	___	___	___
Are supplementary materials for rapid learners as well as for those with reading deficiencies included?	___	___	___	___	___	___
Are diagnostic tests to discover specific weaknesses provided?	___	___	___	___	___	___
Does the text have accompanying audiovisual aids such as records, filmstrips, films, tapes and overhead transparencies?	___	___	___	___	___	___

Overall Rating

	0	1	2	3	4	5
How would you rank this textbook among those reviewed?	___	___	___	___	___	___

Supplementary Materials Evaluation Checklist

Title _____

Author or Developer _____

Publisher and Address _____

Date of Publication _____ Grade Level _____ Cost _____

Material Description

Subject area _____

Type of media (Audiovisual aids, including tapes, films, pictures, records, filmstrips) _____

Supplementary reading materials _____

Reading level (based on readability test or your judgment) _____

Number of pages, time required to watch or listen _____

Material Goals

What are the goals or objectives of the product? _____

_____

Does the material meet these goals? _____

Material Evaluation Rate from 1 (poor) to 5 (excellent)

Organization	_____	Logical sequence	_____
Clarity	_____	Is scope sufficiently broad to justify time needed to use it well?	_____
Student motivation	_____	Usefulness of teacher's guide	_____
Ease of Use	_____		

Recommendations

Should these materials be used in the social studies curriculum? _____

In what social studies classes could it best be used? _____

How much class time should be spent with this material? _____

How would you grade this material's overall quality and usefulness in your class? (circle one)

EXCELLENT GOOD AVERAGE POOR NO GOOD

Please use this space for any further comments.

Bibliography

Bibliography

Curriculum Development

Barth, Robert D. and James L., and S. Shermis. *Defining the Social Studies (NCSS Bulletin 51).* Washington: National Council for the Social Studies, 1977.

A bulletin tracing the current discussion of what social studies is, why it is in the schools and why effective social studies instruction has never been more important.

Becker, J.M., ed. *Schooling for a Global Age.* New York: McGraw-Hill, 1978.

Presents a rationale and recommendations for global education and includes chapters on elementary and secondary programs and curriculum planning.

Fraser, Dorothy M., ed. *Social Studies Curriculum Development: Prospects and Problems (39th yearbook).* Washington: National Council for the Social Studies, 1969.

Emphasizes the inductive approach in an effort to aid teachers and curriculum builders using this approach.

Goals for the Social Studies: Toward the Twenty-First Century. *Journal of Research and Development, Volume 13.* Athens: University of Georgia. (Write to College of Education, Dudley Hall, Athens 30602.)

Contains 12 articles tracing the changes in social studies curriculum and outlining goals for elementary and secondary social studies programs. Specific articles give attention to global perspective, values, decision-making, social participation, cross-cultural competency and the role of the social science disciplines.

Massialas, Byron G., and Zevin, Jack. *Creative Encounters in the Classroom: Teaching Learning Through Discovery.* New York: John Wiley and Sons, 1967.

A study in this book seeks to explore ways in which secondary students may be stimulated to plan their own learning and to conduct inquiries into crucial problems of society and the world.

McNeil, John D. *Designing Curriculum: Self Instruction modules.* Boston: Little, Brown and Company, 1976.

Contains four modules written for teachers interested in what should be taught particular learners; it draws from a number of sources and is aimed at brevity and simplicity of teaching.

Morrissett, Irving. *Concepts and Structure in the New Social Science Curricula.* Atlanta: Holt, Rinehart and Winston, 1967.

Offers materials and designs to make current and developing resources of social sciences available to elementary and secondary curricula. It fosters mutual understanding and collaboration between social scientists and educational specialists.

Muessig, Raymond H., ed. *Social Studies Curriculum Improvement: A Guide for Local Committees, (NCSS Bulletin 36).* Washington: National Council for the Social Studies, 1965.

Emphasizes improvement rather than the product; the role of the teacher is stressed, and the role and uses of external consultants are examined.

Muessig, R., ed. *The Study and Teaching of Social Science Series.* Columbus, Ohio: Charles E. Merrill, 1980.

Each volume in this series consists of two parts. The first describes the discipline, key ideas, principles, concepts and methodologies. The second is a discussion which provides illustrations for adapting these ideas and methods to elementary and secondary social studies.

Commager, H.S., and R.H. Muessig. *The Study and Teaching of History.*
Broek, J.O.M., and others. *The Study and Teaching of Geography.*
Warmke, R.F., and others. *The Study and Teaching of Economics.*
Straayer, J.A., and R.H. Muessig. *The Study and Teaching of Political Science.*
Kitchens, J.A., and R.H. Muessig. *The Study and Teaching of Sociology.*
Peko, P., and R.H. Muessig. *The Study and Teaching of Anthropology.*

National Council for the Social Studies Task Force on Curriculum Guidelines. *Social Studies Curriculum Guidelines.* Washington: National Council for the Social Studies, 1971.

Contains recent developments in social studies, which NCSS says need to be carefully considered in building a social studies program. (Revision of the NCSS 1979 guidelines).

Remy, R.C. *Handbook of Basic Citizenship Competencies.* Alexandria, Va.: Association for Supervision and Curriculum Development, 1980.

Presents guidelines for comparing materials, assessing instruction and setting curriculum goals for citizenship competencies. Specific suggestions are grouped by grades K-3, 4-6, 7-9 and 10-12. A good reference in the early stages of curriculum assessment, development or revision.

Shaver, James P., ed. *Building Rationales for Citizenship Education (NCSS Bulletin 52).* Washington: National Council for the Social Studies, 1977.

Focuses on the search for an appropriate rationale for citizenship education and seeks to reexamine the assumptions underlying curricular and teaching decisions about citizenship education.

Social Studies Curriculum Materials Data Book. Boulder, Colo.: Social Science Education Consortium, Inc. (The Data Book is kept current by supplements published twice a year.)

Provides analyses of curriculum materials to aid teachers, administrators, curriculum coordinators and college methods teachers to select appropriate materials.

Objectives

Bloom, Benjamin S., ed. *Taxonomy of Educational Objectives: Cognitive Domain.* New York: David McKay Company, Inc., 1956.

Provides for classification of educational goals. Through reference to the taxonomy as a set of standard classifications, teachers and educational leaders should be able to discuss problems of curriculum and evaluation with great precision.

Burns, Richard W. *New Approach to Behavioral Objectives.* Dubuque, Iowa: William C. Brown Company, 1972.

Designed to assist teachers, school administrators and educators at all levels in acquiring skills needed in writing and evaluating objectives.

Flanagan, John C., Shanner, William H. and Mager, Robert E. *Social Studies Behavioral Objectives.* Palo Alto, Calif.: Westinghouse Learning Press, 1971.

Presents a list of instructional objectives written in behavioral terms. They are suggested as a basis for school systems to evaluate, revise or modify a set of educational outcomes for students.

Krathwohl, David R.; Bloom, Benjamin S.; and Masia, Bertram B. *Taxonomy of Educational Objectives: Affective Domain.* New York: David McKay Company, 1964.

Represents an advance in this field and calls attention to the problem of affective terminology. It should facilitate research and thinking on these problems.

Mager, Robert F. *Preparing Instructional Objectives.* Belmont, Calif.: Pearson Publishing Company, 1962.

Designed to help teachers and others learn to state instructional objectives in behavioral terms.

Popham, W. James, and Baker, Eva L. *Establishing Instructional Goals: Planning an Instructional Sequence.* Englewood Cliffs, N.J.: Prentice-Hall, 1970.

A collection of five self-instruction programs designed to be completed by the reader. It deals with various aspects of instruction and provides a set of tangible competencies that can be used by teachers making instructional decisions.

Vargas, Julie S. *Writing Worthwhile Behavioral Objectives.* New York: Harper and Row Publishers, 1972.

Designed to help teachers write behaviorally-stated teaching objectives that will increase the value of courses and their relevance to everyday life.

Learning Objectives for Individualized Instruction. New York: Westinghouse Learning Press, 1975.

A collection of objectives drawn from each of the social sciences. Objectives are keyed to the levels of learning objectives defined by Bloom in *Taxonomy of Education Objectives: Cognitive Domain.*

Skills

Carpenter, Helen McCracken, ed. *Skill Development in Social Studies (33rd NCSS yearbook).* Washington: National Council for the Social Studies, 1963.

A thorough treatment of the development of social studies skills. This is a highly practical book which offers usable guidelines and suggestions to

aid the teacher.

Chapin, June R., and Gross, Richard E. *Teaching Social Studies Skills*. Boston: Little, Brown and Company, 1973.

Focuses on a critical evaluation of learning skills and competencies. It provides an approach to social studies education applicable to all models, designs and programs.

Essential Skills for Georgia Schools. Atlanta: Georgia Department of Education.

Helps curriculum developers design effective instructional programs to insure that students demonstrate skills in subject areas.

Fair, Jean and Shaftel, Fannie R. *Effective Thinking*. Washington: National Council for the Social Studies, 1967.

Introduces teachers to ideas and models for effective thinking and learning.

Harris, Ruby M. *The Rand McNally Handbook of Map and Globe Usage*. Chicago: Rand McNally and Company, 1967.

Indicates the kind of maps and globes appropriate for each level, establishes goals for learning and suggest techniques that may be used with standard maps and globes.

How To Do It Series. Washington: National Council for the Social Studies.

Provides a practical and useful source of classroom methods and techniques for elementary and secondary social studies teachers.

Kranyik, Robert and Shankman, Florence V. *How to Teach Study Skills*. Englewood Cliffs: N.J.: Teachers Practical Press (A Division of Prentice-Hall, Inc.), 1963.

Contains a comprehensive study skills program spanning both the elementary and secondary schools. Show how to practice skills with materials of increasing difficulty.

Kurfman, Dana G., ed. *Developing Decision-Making Skills (47th NCSS Yearbook)*. Washington: National Council for the Social Studies, 1977.

Shows how decision making incorporates thinking, information gathering, group process and social action skills, and examines some of the curricular and instructional implications of the process.

Larkin, Myrtle S. *How to Use Oral Reports (How To Do It Series No. 10)*. Washington: National Council for the Social Studies.

Litchen, Ruth E. *How to Use Group Discussion (How To Do It Series No. 6)*. Washington: National Council for the Social Studies.

Raths, L. E., S. Wassermann, A. Jonas, and A. Rathstein. *Teaching for Thinking: Theory and Application*. Columbus, Ohio: Charles E. Merrill Co., 1967.

Presents theoretical information about thinking operations along with specific applications for developing thinking skills in students, both poor and proficient in reading.

Sund, R. B., and Carin, A. *Creative Questioning and Sensitive Listening Techniques*. Columbus, Ohio: Charles E. Merrill Co., 1978.

Focuses on better communication through the development of listening and questioning skills.

Attitudes and Values

Barr, Robert D., ed. *Values and Youth*. Washington: National Council for the Social Studies, 1971.

This book focuses on the value dilemmas that clog our life and society; but, more to the point, it confronts the problem of what to do about value conflicts in the social studies classroom.

Fraenkel, J. R. *How to Teach About Values: An Analytic Approach*. Englewood Cliffs: N.J.: Prentice-Hall, 1977.

The explanations in this book are based on the belief that being able to identify, analyze and assess alternative policies and procedures along with their consequences, intelligently, is an important ability for all people to possess. The ideas and strategies presented, therefore, are based on the assumption that a continuing analysis and assessment of alternatives in schools can help to develop this ability.

Galbraith, Ronald E., and Jones, Thomas M. *Moral Reasoning: A Teaching Handbook for Adapting Kohlberg to the Classroom*. Minneapolis: Greenhaven Press, 1976.

Introduces the Kohlberg theory, provides samples of student curriculum materials and presents a specific teaching process for those who wish to consider social and moral issues in a school setting.

Hawley, R. C., and Hawley, I. L. *Human Values in the Classroom: A Handbook for Teachers.* New York: Hart Publishing Co., 1975.

The emphasis is on teaching concerns. These include achievement, motivation, community building, fostering open communication and information seeking, gathering and sharing.

Mattox, B. A. *Getting It Together: Dilemmas for the Classroom Based on Kohlberg's Approach.* San Diego: Pennant Press, 1975.

The author explains Kohlberg's approach to moral development and presents actual dilemmas which may be used in the classroom.

Metcalf, Lawrence E., ed. *Values Education.* Washington: National Council for the Social Studies, 1971.

This NCSS yearbook attempts to help teachers with their problems in values education — elementary, junior high, high school and college teachers. This book attempts to develop a rationale, and illustrate strategies and procedures for teaching values.

Raths, Louis E., Harmin, Merrill and Simon, Sidney B. *Values and Teaching.* Columbus, Ohio: Charles E. Merrill, 1978.

The authors describe a theory of values clarification and provide detailed processes of classroom implementation and management. Many classroom strategies applicable across grade levels are included.

Scherer, D. *Personal Values and Environmental Issues: A Handbook of Strategies Related to Issues of Pollution, Energy, Food, Population, and Land Use.* New York: Hart Publishing Co., 1978.

This handbook includes many valuing activities along with the environmental issues identified in the title.

Shaver, J. P., and Strong, W. *Facing Value Decisions: Rationale-Building for Teachers.* Belmont, Calif.: Wadsworth, 1976.

The authors show how we cannot escape teaching values in schools, and then they challenge educators to rationally develop their positions on the matter. They lay out their approach to dealing with values in a democratic context and critique two other popular approaches — values clarification and the "moral stages" approach.

Simon, Sidney B., Howe, Leland W. and Kirschenbaum, Howard. *Values Clarification.* New York: Hart Publishing Company, 1972.

This book is designed to engage students and teachers in the active formulation and examination of values. The goal is to involve students in practical experiences, making them aware of their own feelings, their own ideas, their own beliefs, so that the choices and decisions they make are conscious and deliberate, based on their own value systems.

Social Participation

Gerlach, Ronald A. and Lamprecht, Lynnette W. *Teaching About the Law.* Cincinnati: W. H. Anderson, 1975.

This book states that law studies instruction should be used as a means to teach children about their society and its values; to encourage students to think critically and rationally about societal problems and conflicts; to break down popular misconceptions and stereotypes, and encourage students to participate in, and contribute to their society.

Massialas, B. G., Sprague, N. F., and Hurst, J. B. *Social Issues Through Inquiry: Coping in an Age of Crisis.* Englewood Cliffs, N.J.: Prentice-Hall, 1975.

This book explains the whys and hows of social inquiry. Sections on evaluating social inquiry in the classroom are included.

NASSP Bulletin, Volume 58, #385. Reston, Virginia: National Association of Secondary School Principals. November, 1974.

This bulletin features primarily a number of major documents about action-learning elements in the secondary school program. The documents stress some of the major problems in the field of action-learning and propose leadership strategies that would give action-learning a place in the instructional program.

Forty Projects by Groups of Kids. New York: National Commission on Resources for Youth.

New Roles for Youth in the School and Community. New York: National Commission on Resources for Youth. Citation Press, 1974.

Resources for Youth (newsletter). National Commission on Resources for Youth.

Youth Into Adult (Nine Selected Youth Participation Programs). New York: National Commission on Resources for Youth.

How to Utilize Community Resources (How To Do It Series No. 13). Washington: National Council for the Social Studies.

Many programs currently emphasize social participation for students. Several such as the following are supporting social participation programs, sometimes called Action-Learning.

National Commission on Resources for Youth
36 West 44th Street
New York: 10036

National Association of Secondary School Principals
1904 Association Drive
Reston, Va.: 22091

Center for Youth Development and Research
301 Walter Library
Minneapolis, Minn.: 55455

Community Resources, Limited
P. O. Box 174
Ann Arbor, Mich.: 48108

ACTION
906 Connecticut Avenue NW
Washington, D.C. 20525

Association for Supervision and Curriculum Development
1701 K Street NW
Washington, D.C. 20006

National Council for the Social Studies
1201 Sixteenth Street NW
Washington, D.C. 20036

Evaluation

Anderson, Howard R., and Lindquist, E.F. *Selected Test Items in American History (NCSS Bulletin 6)*. Revised by Harriet Stull, Washington: National Council for the Social Studies, 1964.

Provides carefully prepared test materials which measure how much students understand history subject matter.

Anderson, Howard R., and Linquist, E.F. *Selected Test Items in World History (NCSS Bulletin 9)*. Revised by David K. Heenan. Washington: National Council for the Social Studies, 1960.

Supplies prepared test materials which may be used in directing study efforts, conducting class discussion and testing the student understanding. The bulletin is also designed to help develop effective informal drill and test exercises.

Beatty, Walcott, ed. *Improving Educational Assessment: An Inventory of Measures of Affective Behavior*. Washington: Association of Supervision and Curriculum Development, 1969.

Includes assessment ideas, explores the theory of educational assessment, discusses problems and means for coping with problems of assessment and reviews existing instruments in the area of self concept.

Berg, Harry D. *Evaluation in Social Studies (35th NCSS yearbook)*. Washington: National Council for the Social Studies, 1965.

A helpful approach to the improvement of the evaluation process. It includes units on objective and essay tests as well as philosophical problems of evaluation.

Bloom, Benjamin S., Hastings, J. Thomas, and Madaus, George F. *Handbook on Formative and Summative Evaluation of Student Learning*. New York: McGraw-Hill, 1971.

Includes the best general evaluation techniques as well as specific techniques for the major disciplines and levels of education.

Kurfman, Dana, ed. *Teacher-Made Test Items In American History: Emphasis Junior High School (NCSS Bulletin 40)*. Washington: National Council for the Social Studies, 1968.

Provide a basis for grading students, diagnosing student strengths and weaknesses and evaluating the effectiveness of instructional procedures and materials. Test items measure substantive understandings as well as interpretation, analysis, synthesis, evaluation and application.

Green, John A. *Teacher-Made Tests*. New York: Harper and Row Publishers, 1963.

Presents newer concepts with reference to such terms as summative and formative evaluation, criterion-referenced grading, etc.

Gronlund, Norman E. *Determining Accountability for Classroom Instruction*. New York: Macmillan Publishing Company, 1974.

A practical guide to help teachers understand accountability, more effectively participate in shaping its policies and procedures and fulfill their responsibilities in an accountability program.

Morse, Horace T., and McCune, George H. *Selected Items for the Testing of Study Skills and Critical Thinking. (NCSS Bulletin 15)*. Revised by Lester E. Brown and Ellen Cook. Washington: National Council for the Social Studies, 1971.

Correlates critical thinking and study skills to immediate classroom situations. Gives practical suggestions and sample materials to help teachers translate these goals into actual operation.

Teaching Strategies

(Elementary)

Association of Teachers of Social Studies in the City of New York. *A Handbook for the Teaching of Social Studies*. Boston: Allyn and Bacon, 1977.

Contains standard and updated suggestions on planning and organizing instruction. It includes chapters on questioning, independent study, simulation activities, reading skills and testing.

Banks, J.A. *Teaching Strategies for Ethnic Studies*. Boston: Allyn and Bacon, 1975.

Presents background information about almost every ethnic group in America, along with learning activities and suggested readings for teachers and students.

Banks, James and Gregg, Ambrose. *Teaching Strategies for the Social Studies*. Reading, Massachusetts: Addison-Wesley Publishing Company, 1977.

Based on the theory that decision-making is a set of interrelated skills that can be identified and systematically taught. It also assumes that people can identify and clarify their values, and that they can be trained to reflect on problems before taking action to resolve them.

Beyer, Barry K. *Inquiry in the Social Studies*. Columbus, Ohio. Charles E. Merrill, 1971.

Beyer, B. *Teaching Thinking in Social Studies (revised edition)*. Columbus, Ohio: Charles E. Merrill, 1979.

Discusses the nature of inquiry, proposes a strategy for inquiry teaching, provides teaching concepts, thinking skills, values and reading and writing through inquiry approaches. It also includes a section on developing curriculum using inquiry approaches.

Ellis, A.K. *Teaching and Learning Elementary Social Studies*. Boston: Allyn and Bacon, 1977.

Presents theoretical and practical perspectives plus many ideas for active student involvement.

Fraenkel, Jack R. *Helping Students Think and Value: Strategies for Teaching the Social Studies*. Englewood Cliffs, N. J.: Prentice-Hall, 1973.

This book is written for prospective social studies teachers and for inservice with practicing social studies teachers. It deals with a number of questions important to social studies education; such as: "What are students to learn?" "What kinds of information should students study?" "What kinds of activities can help students learn?" and others.

Gilliom, M. Eugene and others. *Practical Methods for the Social Studies*. Belmont, Calif.: Woodsworth Publishing Company, 1977.

An excellent book that describes and illustrates how teachers can use inquiry methodology on a day to day basis. Chapters are devoted to case studies, simulations, local community studies, using quantitative data, values, media and resources.

Herlihy, John G. and Myra. *Mainstreaming in the Social Studies*. Washington: National Council for the Social Studies, 1980.

Gives social studies teachers practical help with the difficult task of mainstreaming.

How To Do It Notebook Series 2. Arlington, Virginia: National Council for the Social Studies, 1977.

Includes the titles, "Improving Reading Skills in Social Studies," "Effective Use of Films in Social Studies" and "Reach for a Picture."

Kaltsounis, T. *Teaching Social Studies in the Elementary School: The Basics for Citizenship*. Englewood Cliffs, N. J.: Prentice-Hall, 1979.

Written especially to help teachers move gradually from the old to the new social studies. Ideas about conceptualization and valuing permeate the book rather than being included in isolated sections.

Lorton, Mary. *Workjobs, Volume I and II*. Reading, Massachusetts: Addison-Wesley.

Presents ideas for learning stations for pre-school and primary children, many applicable to social studies concepts.

Martorella, Peter H. *Concept Learning in the Social Studies*. Scranton, Pennsylvania: International Textbook Company, 1971.

Teaches instructional procedures for learning concepts as different from those used for other learning outcomes. The author discusses the nature of concepts, clarification, some implications of assuming differences, research findings, alternative models of instruction and some conclusions about organizing instruction.

Newmann, Fred M. and Oliver, Donald W. *Clarifying Public Controversy: An Approach to Teaching Social Studies*. Boston: Little, Brown, 1970.

Presents an approach to teaching social controversies through case studies. The authors explain how to begin rational discussion of public controversies in the classroom.

Patton, William E. *Improving the Use of the Social Studies Textbooks*. Washington: National Council for the Social Studies, 1980.

Show how to update older textbooks, strengthen reading comprehension, study pictures, correct ethnic and sex stereotypes and evaluate the strengths and weaknesses of today's textbooks. A special bibliography is included for study and research.

Ryan, F.L. *Exemplars for the New Social Studies: Instructing in the Elementary School*. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Present a clear context of objectives and evaluation.

Ryan, F.L., and Ellis, A.K. *Instructional Implications of Inquiry*. Englewood Cliffs, N. J.: Prentice-Hall, 1974.

Gives a step-by-step analysis of an inquiry approach to instruction along with many practical ideas for developing skills and attitudes within each phase of inquiry.

Ryan, F.L. *The Social Studies Sourcebook: Ideas for Teaching in the Elementary and Middle School*. Boston: Allyn and Bacon, 1980.

Provides practical and specific suggestions for carrying out classroom instruction. Included are nearly 500 classroom applications of current social studies instructional thinking.

Sanders, Norris M. *Classroom Questions: What Kinds?* New York: Harper and Row, 1966.

Should help teachers to make and ask classroom questions and help students develop more effective and diversified thinking to help them in school and throughout their lives.

Seif, E. *Teaching Significant Social Studies in the Elementary School*. Chicago: Rand McNally, 1977.

Emphasizes active rather than passive learning. Many examples of sample activities and suggested ways of organizing lessons are included.

Smith, James A. *Creative Teaching of the Social Studies in the Elementary School*. Boston: Allyn and Bacon, 1979.

Emphasizes development of natural creativity and curiosity in children. Many practical examples and descriptions of creative teacher behavior are included.

Stephens, Lester. *Probing the Past: A Guide to the Study and Teaching of History*. Boston: Allyn and Bacon, 1974.

Provides a broad selection of suggested instructional plans, materials and group discussion ideas as well as procedures and suggestions for grading, testing and evaluating student performance. Emphasis is on student thinking and interpretation of data.

Ubblohde, Carl and Fraenkel, Jack R., ed. *Values of the American Heritage: Challenges, Case Studies and Teaching Strategies*. Washington: National Council for the Social Studies, 1976.

Offers instruction about American society by exploring the concepts and assumptions of the Revolutionary generations. Case studies are used to show how those values fared when interests and needs competed in policy application.

Weigand, James E., ed. *Developing Teacher Competencies*. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

Offers practical classroom strategies for the prospective or in-service teacher. Clear samples and illustrative exercises make it possible to evaluate abilities and progress.

Wisniewski, Richard, ed. *Teaching About Life in the City*. Washington: National Council for the Social Studies, 1972.

Furthers understanding of the difficulties — and the possibilities for a better future — in the cities. It offers concrete ways in which teaching about life in the city can be strengthened.

Resources from Instructional Media Services

Catalogs and broadcast schedules of resources distributed by Instructional Media Services of the Georgia Department of Education can be obtained from school media centers or through System Media Contact Persons.

Catalog of Classroom Teaching Films for Georgia Schools and supplements. Available through a subscription service. Audiovisual Services, Georgia Department of Education, 1066 Sylvan Road SW, Atlanta 30310.

Catalog of Classroom Teaching Tapes for Georgia Schools and supplements. Available through registration. Audiovisual Services, Georgia Department of Education, 1066 Sylvan Road SW, Atlanta 30310.

Instructional Television Schedules and telecourse teachers guides. Request forms are distributed annually in the spring through System Media Contact Persons to building media specialists. Updates of program schedules are provided monthly through *Media Memo*. Instructional Media Services, Twin Towers East, 205 Butler Street, Atlanta 30334.

Free and Inexpensive Materials

Aubrey, Rich H. *Selected Free Materials for Classroom Teachers*. Palo Alto, Calif.: Fearson Publications.

A carefully screened, annotated listing of the best free materials offered, organized by curriculum topics.

Catalog of Free Teaching Materials
P. O. Box 1075
Ventura, Calif.: 93003

Educators Guide to Free Films. Randolph, Wisc.: Educators Progress Service.

Gives titles, description, size, sound or silent, date of release, running time, if cleared for TV and distributor. Indexed by title, subject, source and availability.

Educators Guide to Free Filmstrips. Randolph, Wisc.: Educators Progress Service, 1974.

Silent filmstrips, sound filmstrips and set of slides and transparencies arranged alphabetically under broad subjects. Annotation, form and source are given. Title, subject and source indexes are included.

Educators Guide to Free Tapes, Script, Transcriptions. Randolph, Wisc.: Educators Progress Service.

Includes 15 broad areas from aerospace to social studies and annotations for each title. Indexed by titles, subject, source and availability.

Elementary Teachers Guide to Free Curriculum Materials, edited by Patricia Suttles. Randolph, Wisc.: Educators Progress Service.

Contains maps, bulletins, pamphlets, exhibits, charts, magazines and books selected on the basis of educational appropriateness, timeliness, arrangement, style and suitability. Indexed by title, subject and source.

Free and Inexpensive Learning Materials, Nashville, Tenn.: Division of Surveys and Field Services, Peabody College, 1976.

Maps, posters, pictures, charts, pamphlets and other educational aids listed alphabetically under subject headings. Each entry cites title, source and address, price and order information plus a brief description. An index to specific topics is also included.

Free Learning Materials for Classroom Use
State College Extension Service
Cedar Falls, Iowa 50613

Where To Find It Guide. New York: Scholastic Magazines, Inc. (Guide appears annually in the autumn issue of *Scholastic Magazine*.)

Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. (Many GPO publications pertain to social studies. Request to be put on the mailing list to receive notice of their new publications.)

Organizations and Publications

African-American Institute (AAI). *Teaching African Geography from a Global Perspective* and mini-modules for teaching about Africa.

Resource packets, case studies, bibliographies, lesson plans and many other materials are available. African-American Institute (AAI), Social Services Division, 833 United Nations Plaza, New York 10017.

Anti-Defamation League of B'nai B'rith. *ADL Bulletin.*

Operates through a national office in New York City and 28 regional offices. Publishes the ADL Bulletin and many works on contemporary problems. Anti-Defamation League of B'nai B'rith, 315 Lexington Avenue, New York 10016.

American Field Service. *School Advisor's Handbook* (Free) and *Global Village Conversation* (50 cents).

Information about international student exchanges for educational improvement. American Field Service, International Scholarships, 313 East 43rd Street, New York 10017.

The Asia Society, Educational Resources/Asian Literature Programs, 112 East 64th Street, New York 10021.

Focuses on the improvement of instruction about Asia. Publications include bibliographic essays and translations of Asian literature.

American Universities Field Staff. (AUFS). 535 Fifth Avenue, New York, N.Y. and 3 Lebanon Street, Hanover, N. Y. 03755.

AUFS, a nonprofit, membership corporation of a group of American educational institutions, employs a full-time staff of foreign area specialists. A list of its publications includes field staff reports, collections of readings, research studies, bibliographies.

Center for Global Perspectives, *Intercom*, 218 East 18th Street, New York 10003.

Makes available information on materials dealing with international war, peace, conflict and change. *Intercom* is published three to five times each year to introduce global problems into the classroom. Each issue can be used for up to 10 classroom periods.

Center for International Programs and Comparative Studies, New York Education Department, 99 Washington Avenue, Albany, N.Y. 12230.

A service for teachers in New York; however, its publications are generally available, including publications in foreign studies, South Asian Studies and war-peace studies.

Foreign Policy Association, 345 East 46th Street, New York 10017.

Offers teacher resources and suggestions for classroom activities on major foreign policy issues. The materials (grade levels 9-12) are open-ended and can be used in a flexible manner.

Georgia Council for the Social Studies, Dudley Hall, University of Georgia, Athens 30602. *Georgia Social Science Journal.*

The journal is published three times a year The Council also publishes the *News and Notes* newsletter and holds a statewide annual conference.

Georgia Council of Economic Education, 30 Pryor Street, Suite 940, Atlanta 30303.

Holds inservice workshops for teachers on economic education. The Council operates 10 regional centers across the state and has a library of economic materials including audiovisuals on all levels.

Georgia Department of Archives and History, 330 Capitol Avenue SE, Atlanta 30334.

A public agency housing an extensive collection of records documenting Georgia's history. All teachers of Georgia history should inquire about the list of publications, tours and the Discovery Program available to students and teachers.

Georgia Department of Natural Resources, 270 Washington Street SW, Atlanta 30334.

The best source of information about state parks, memorials and historic sites.

Georgia Department of Transportation, 2 Capitol Square, Atlanta 30334.

A good source for detailed county and state maps of Georgia.

Institute of Government, 203 Terrell Hall, University of Georgia, Athens 30602.

A research and service organization of the University studying Georgia's state and local government. Publications include a handbook, textbooks, audiovisual and other materials. A free newsletter on Georgia Government is available to teachers. The Institute also works with local school systems in conducting staff development workshops and other curriculum areas.

Institute for World Order, 1140 Avenue of the Americas, New York 10036.

Develops curriculum materials on human rights, especially problems of ethnic minorities.

Checklist. The Joint Council on Economic Education, 1212 Avenue of the Americas, New York 10036.

An organization formed to encourage, improve, coordinate and serve economic education. *Checklist* contains a list of council publications. Materials include resource units, student activity books and teacher's guides that are social studies supplements.

League of Women Voters of the United States, 1703 M Street NW, Washington, D.C. 20036.

The League of Women Voters promotes active participation of citizens in government. Publications are available at a nominal cost.

National Council for Geographic Education, *Journal of Geography*, 115 North Marion Street, Oak Park, Ill. 60301.

Published seven times a year for teachers of elementary, secondary and college geography.

National Council for the Social Studies, *Social Education*, 3615 Wisconsin Avenue NW, Washington, D.C. 20016.

This major professional organization for social studies educators holds an annual meeting as well as regional meetings for social studies teachers. *Social Education* is its major publication. Also it publishes curriculum guidelines, position statements and bulletins on timely topics in the field.

National Education Association, Customer Service Section, 1201 Sixteenth Street NW, Washington, D.C.

Many materials are published applicable to the social studies.

National Geographic Education Services, *National Geographic School Bulletin*, National Geographic Society, Post Office Box 1640, Washington, D.C. 20013.

Catalog includes listing of films, filmstrips, books, maps and records. The bulletin is written for students 8 through 14 years of age.

Population Institute, *Population Issues, Population and Human Development: A Course Curriculum Including Lesson Plans, Activities and Bibliography*, 110 Maryland Avenue NE, Washington, D.C. 20036.

Population Institute, State Capitol, Atlanta 30334.

A curriculum packet on history and Georgia's government is available.

Simulation Gaming News, Box 8899, Stanford University, Stanford, Calif. 94305.

Bi-monthly newspaper on the latest ideas in simulation gaming, includes several complete games in every issue.

Social Issues Resources Series, Inc. (SIRS), P.O. Box 2507, Boca Raton, Fla. 33432.

A research agency for educators and students on vital problems of our society. They research articles from newspapers, magazines, government publications and journals which are well suited for classroom and library use.

Social Science Education Consortium Publications, *Data Book*, 855 Broadway, Boulder, Colo. 80302.

Provides assistance in the identification and selection of new materials for all phases of curriculum development. SSEC also publishes a newsletter and a catalog.

Social Studies School Service, *Catalog*, 10,000 Culver Boulevard, Culver City, Calif. 90230.

Catalog lists maps, games, posters records, cassettes, photo aids, visual aids, paperbacks, simulations, transparencies, duplicating books and multimedia programs drawn from many publishers.

State Chamber of Commerce, 1200 Commerce Building, Atlanta 30335.

The publication, *Georgia An Educational Presentation*, is a good source of information on current trends in Georgia; dealing with such factors as population, trade and industry and resources. Check the yellow pages of local phone directories for city or regional Chamber of Commerce.

U.S. Committee for UNICEF, 331 East 38th Street, New York 10016.

Supplies brochures and booklets which focus on the lives of children in faraway lands.